

School Improvement Plan
M.S.D. of Wayne Township -
5375 For the period of 2019 - 2022
Reviewed Annually



McClelland Elementary School
School Number: 5257

Submitted by:
Principal Jennifer Nichols

School Improvement Committee Members
Established School Improvement Plan Requirements:

1. School Report
2. State and Federal Accountability Goals
3. Comprehensive Needs Assessment (CNA) a.
CSI, TSI and Title I Schoolwide Schools
4. Professional Learning Action Plan
5. Exclusive Representative Assurance
6. Governing Body Approval
7. School Data
8. Instructional Staff List - Title I Schools Only

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Timeline

The School Improvement Plan must be submitted to the Department of Education no later than June 30 of the school year prior to implementation. However, the 2020-2021 plan submission timeline has been adjusted to align with the spring assessment administration. A school is required to submit its school improvement plan for the 2020-2021 school year to the Department of Education no later than **October 2, 2020**. (511 IAC 6.2-3-5(a))

June 26, 2020 - Initial SIP Submission to Ed. Center

Principal and SIP committee submitted a school's initial SIP to the superintendent (and/or designee) The superintendent (and/or designee) shall review the SIP to ensure that the plan aligns with the school corporation's objectives, goals, and expectations. Title I Team will also conduct peer review process for required components of Title I Schoolwide Schools. (IC 20-31-5-3)

July 31, 2020 - Initial SIP Returned with Recommendations

The superintendent (and/or designee) may make written recommendations or modifications to ensure SIP alignment. (IC 20-31-5-3)

August 28, 2020 - Final SIP Submission to Ed. Center

The principal and SIP committee submitted the school's final SIP to the Assistant Superintendent for Academics and the Assistant Superintendent for Elementary or Secondary.

September 14, 2020 - WTCTA Professional Development Assurance Provide an assurance through the signature of an exclusive representative of the LEA that the professional development plan complies with the board's core principles for professional development. (511 IAC 6.2-3)

September 14, 2020 - School Board Review

The Assistant Superintendent for Academics will present the SIP plan to the governing body for approval. The School Board must accept or reject the SIP and may not revise. (IC 20-31-5-3)

September 17, 2020 - SIP Established and Shared with Schools The SIP is established when written evidence of school board approval is attached to the plan. The School Board approval and WCTA assurance will be inserted into the SIP plan (CNA when applicable) and shared with the principal in one PDF document. (IC 20-31-5-3 and ESSA).

September 17, 2020 - SIP/CNA available for Public Review

The SIP (CNA when applicable) must be made available upon request to all interested members of the public in an easily understood format. (IC 20-31-5-3 and Title I Schoolwide Program)

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September 25, 2020 - SIP Submission to the DOE

The principal will upload the Established SIP Plan (CNA when applicable) on the DOE website.

School Improvement Committee Members

The principal shall ensure that the **initial School Improvement Plan (SIP)**, **Comprehensive Needs Assessment (CNA)**, and **Annual Review** are completed with input from a committee of persons interested in the school, including parents, teachers, community leaders, and administrators (IC 20-31-5-1, ESSA, Title I Schoolwide) Please list committee members here.

Name Role: Parent, Teacher, Community Leader, Administrator Jennifer Nichols Administrator

Mary Hendricks Administrator

Melony Boyd Instructional Coach

Matt Molitor Teacher

Matt Scanlon Teacher

Terra Houlihan Teacher

Heather Peacock Teacher

Dana Secrest Community Leader from AIM

Becca Cohrs Parent and member of Title I Planning Committee

Amber Pack Parent and member of PTO and Title I Planning Committee

Danielle Blair Parent and member of PTO

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Annual Review, Stakeholders, Budgeting and Funding - Requirements

Three-Year Timeline and Annual Review Process

The SIP Goals/Objectives are written for a three-year period. Each year the SIP Committee Members will review critical data to determine modifications to the three-year plans. Data to be reviewed annually includes but is not limited to: Indiana Statewide Assessment Data, District Benchmark Data, School Performance Data and/or surveys (stakeholder perception data) from students, teachers, community members. (IC 20-31-5-1, ESSA, Title I Schoolwide Program)

Stakeholder Involvement

School Improvement Committee members included teachers, parents, community leaders, and administrators. Stakeholder input is critical to the development of the SIP plan. (IC 20-31-5-4, 511 IAC 6.2-3, ESSA, Title I Schoolwide Program) The SIP committee members are responsible for: ●
A detailed analysis of data from all student subgroups

- An examination of student, teacher, school and community strengths and needs
- A summary of priorities that will be addressed in the SIP plan
- Indiana assessment goals with yearly benchmarks to measure ongoing progress
- Professional development plan with measurements of impact

LEA Review of School-level Budgeting

The SIP process is informed by efforts to identify and address resource inequities, which includes a district review of school-level budgeting. (ESSA)

Title I Coordination of Funds and Programs

While the school has chosen to coordinate program efforts and school improvement priorities, it will not be consolidating program funds at this time. Those funds would include: Title II Part A; Title II Part D; Title IV Part A, Title V Part A and IDEA. (Title I Schoolwide Program Requirement)

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Curriculum, Instruction, Assessment, and Technology - Requirements

Curriculum

Curriculum for all K- 6 grade content areas is articulated vertically and aligned to the Indiana State Academic Standards. Curriculum is framed by Big Ideas and Essential Questions, priority content and skills, common assessment or anchor activities, texts, and instructional materials. Enriched and accelerated curriculum has been developed for high ability programming. Interested members of the public can access curriculum by making a request to the school administration.

Our curriculum review teams review curricular materials for the presence of content that represents cultural differences, and provides content that includes multiple perspectives. Our adopted social studies, science, and ELA materials were chosen specifically because of the inclusion of multiple perspectives and representation of a variety of cultures. We have spent significant resources over the

last few years infusing our school and classroom libraries with texts and digital resources that are inclusive and representative of people from a wide variety of cultural backgrounds. (511 IAC 6.2-3) (ESSA, Title I Schoolwide Program)

Instruction

Teachers use a variety of instructional models, including lesson design for direct teaching and guided practice, inquiry- and project-based instruction to support applied learning, and workshop approaches to support students in applying skills and strategies in the context of authentic work. Across all instructional approaches, teachers regularly check for understanding and respond to student needs in differentiated ways to ensure that all students have access to instruction that addresses their current needs. Teachers use a variety of grouping practices, and additional teachers and paraprofessionals support students with specific or targeted needs, including additional support for students working at advanced levels, those students with disabilities, English Language Learners, or through Title I supports. (ESSA, Title I Schoolwide Program)

Assessment

In addition to the statewide testing system, the following assessment are utilized. (511 IAC 6.2-3) ●

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is a benchmark assessment with progress monitoring that is administered individually to students three times a year in kindergarten and first grade, as well as at the beginning of the year in second grade. ● Fountas and Pinnell is a system of assessments to determine a student's reading level. The reading level assessment provides support to the teacher for targeted reading instruction.

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- Words Their Way Primary Spelling Inventory and the mClass Early Literacy Measures are both used at the beginning of the year in first and second grade, and at the middle of the year in kindergarten to serve as a screener in reading.
- Math Unit Pre/Post Assessments are included in the district curriculum and aligned to state standards. The pre-assessment is administered prior to the curriculum unit and a post assessment administered following the unit. Both assessments provide the teacher with information to guide instruction.
- Our ELA Curriculum includes a unit-based post assessment which includes an applied writing prompt and skill-based questions to assess students' mastery of taught content. And skills.
- NWEA is administered three times a year in K-6th grades as an ongoing assessment of student progress.
- CogAT is an assessment administered to all second and sixth grade students in the district in the fall to screen for high ability potential. This assessment is used in conjunction with the Iowa Assessment to inform student placement in the district high ability program.
- Iowa Assessment is an assessment administered to second and sixth grade students in the

winter to screen for academic performance for the high ability program. This assessment is used in conjunction with the CogAT assessment to inform student placement in the district high ability program.

- Iowa Algebra Aptitude Test is an assessment administered to sixth grade students in the fall to screen for academic performance for the high ability program. This assessment is used in conjunction with the CogAT assessment to inform student placement in the district high ability program.

Technology

Description of technology initiatives are included below. (511 IAC 6.2-3)

Each classroom in Wayne Township is equipped with a projector that is connected to a teacher PC. These projectors allow teachers to project resources to their classroom as a means to provide visual representations and examples to aid in instruction.

Grades K-2 classrooms each have 5 Chromebooks assigned to them. These Chromebooks stay in the classroom and are used by all students for a variety of instructional purposes.

Students in grades 3-6 are each assigned a Chromebook. These Chromebooks stay at school and are used for a variety of instructional purposes. Each school has loaner devices for students to use in case their assigned Chromebook is not available.

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Each Wayne Township school has a minimum of one iTEC (Instructional Technology Educator) teacher in their building. iTEC teachers are full time teachers who serve as a liaison between Wayne's IT Department and the building. These teachers are paid a stipend for their work; which includes forwarding the district's eLearning plan, providing both building-level and district-level professional development as well as analyzing building level data and the use of technology in instruction.

McClelland Elementary students who have special learning needs in communication have assistive technology to help them communicate and access the curriculum. Thrive teachers utilize Promethean Boards and the Unique Learning System curriculum to meet the needs of their scholars.

Evidenced-based Interventions - Required Content

Many **district-level programs** and **school-level activities** provide important evidence-based interventions that support the **academic intervention** priorities identified in our CNA process and impact student performance on Indiana Academic Standards and Indiana Statewide Assessments. Interventions ensure a well-rounded education for all learners while addressing the needs of students identified in our CNA process including: our lowest-achieving students, students in subgroups, and students who are high-risk. (ESSA, Title I Schoolwide Program)

District Programs for Supporting At-Risk Students

Title I Pre-Kindergarten Program: Yearly over 80 children are screened and 20 students are identified to participate in this program to develop the language and literacy skills of our four year old students. A certified teacher and highly qualified paraprofessional work with students for a 5 ½ hour school day five days a week. Students' progress is monitored using individual portfolios and progress is shared regularly with families.

Title I Elementary: All students in first through sixth grade are screened for participation in Title I tutoring for reading. Students in kindergarten through sixth grade receive at least 30-minutes of responsive teaching during reading block within the classroom. Together, interventionists and classroom teachers assess students' reading levels, identify strengths and weaknesses, determine an aligned instructional focus, review progress monitoring data, and make plans for improvement. Regular data discussions are held with the classroom teacher, interventionists, Title I RT, and administrators to review student progress based on backwards mapping goals and review plans for improvement. Student progress is closely monitored and aligned with a focused instructional response. (Aug-May)

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Language Assistance Program: Our school's Language Assistance Program provides support for students learning the English language. English learners who score a level 1.0 - 4.9 on the WIDA screener and/or the WIDA ACCESS 2.0 receive English language development support, as communicated via the WIDA English Learner State Standards. English learners receive grade level instruction with sensory, graphic, and/or interactive supports. Instruction is focused on increasing proficiency, as well as academic language, in the four domains of language: reading, writing, listening, and speaking. Students who score an overall 5.0 - 6.0 on their first WIDA ACCESS 2.0 assessment are monitored for an additional two years.

HOSTS Program: Helping One Student to Success (HOSTS) program pairs up community tutors with students in second and third grade. Students work with a mentor for 30-minutes every day on reading comprehension, vocabulary development, and grade level skill development. Mentors volunteer one hour each week to work with the same 2 children.

Special Education Program: Students are provided with additional support in reading, writing, and mathematics, as well as social, emotional, and behavioral needs in alignment with their Individualized Education Plan with ongoing progress monitoring. This is achieved through an entire continuum of services from co-teaching classrooms, Developmental Kindergarten Co-Taught classrooms, pre-teaching and re-teaching small groups, Student Support Centers, THRIVE experiences, social skills groups, our in-district Day program, and even homebound for our most medically fragile scholars.

IREAD3 Summer School: Students in third grade who fail IREAD3 are provided a summer school learning opportunity focused on the state's foundational reading standards assessed on IREAD3. Areas include: Foundations and Vocabulary, Nonfiction Reading and Literature Reading. At the conclusion of summer school, students are administered the IREAD3 assessment.

ProAct Training Pro-ACT is based on a set of principles that focus on maintaining student dignity and keeping people safe. Offering our professionals the skills needed to reduce and/or avoid restraint, the Pro-ACT curriculum builds a framework of principles that guide critical thinking and establish parameters within which to problem-solve. These principles incorporate issues of professionalism, preparedness, de-escalation, teamwork, risk assessment, and crisis communication into a framework for decision-making. Development and implementation of an individualized primary, intervention, or treatment plan is the most important tool for maintaining safety. The need for restraint, then, can be viewed as a break down in the primary plan. When the primary plan breaks down and assault occurs, it is considered a treatment failure. In such instances, restraint may be the determined choice, but only as a last resort. Guidelines for restraint include specific principles, each of which requires careful assessment and critical thinking prior to, during, and following application.

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Special Education Professional Learning Trainings for staff of students with disabilities are provided to staff outside of the student day. This is done before and after school during department meetings or via technology. A variety of topics are covered around high leverage practices in the area of special education, trauma informed schools, alternative strategies for behavioral needs and therapy specific practices.

District Social Worker : The social worker works closely with our families living in poverty to ensure all of their needs are met. This person is committed to finding resources for families and establishing strong community partnerships to assist families.

Gleaners Backsack Program K-6 This program provides food for at-risk children on the weekend. Sacks of food are delivered to individual students every Friday. Each BackSack includes shelf-stable food that does not need refrigeration, and has enough food for seven small meals. A backSack meets approximately 50% of a child's weekend need for calories, protein, carbohydrates, fiber, and vitamin A. The BackSack menu aligns with pediatric nutrition recommendations to limit saturated fat to less than 10% of calories and sodium to between 1,900-2,000 mg per day.

School Activities for Supporting At-Risk Students

Title I Reading Interventions: Using two data points, we determine which students are at risk and in need of intervention. Then, priority is given to primary grades with support given to intermediate grades as staffing allows. Interventions are provided in small groups or one on one. Interventions are in addition to the intervention provided by the classroom teacher and use research-based strategies,

supplemental programs, and materials. Progress monitoring of students ensures continued success of all Title I students with the goal of moving students out of the program and into grade level instruction with classroom support.

Research Based Programs: Interventionists (Title I, Special Ed., ENL, Speech Pathologist, and instructional paraprofessionals) use research-based programs that include but are not limited to Benchmark Comprehension, Fountas & Pinnell Leveled Literacy Intervention, and classroom book sets. Other examples of programs include but are not limited to after-school intervention clubs, English language assistance, enrollment in clustered enrichment classes, participation in the Horizons Enrichment Program, and counseling through Cummins.

Leveled Bookroom: A school-based bookroom has been established to support teachers' instructional practices. Time is more efficiently spent gathering resources to ensure children are reading at their assessed instructional reading levels. Thousands of titles provide students with easy access to a great variety and quantity of titles at each level.

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Before and After School Tutoring: McClelland Elementary provides before and after school tutoring for students who need additional academic support. We utilize a specialized intervention, called What I Need (WIN), that provides intervention and enrichment for each kindergarten student.

Positive Behavior System: The school-wide positive behavior system encourages appropriate behavior, service to the community, and academic achievements where students are acknowledged and rewarded on a daily basis. All students are motivated to earn their tally mark goal, where they are then invited to participate in quarterly events, like positive behavior celebrations. Students' behavior was motivated by the huge events, and students not qualifying were given an opportunity to work on the lagging skills needed in a small group setting. Ninety percent of students attended the final *Huge Event* for the school year, and 1,555 High 5's were handed out to recognize outstanding behavior throughout the year.

Programs and Activities for Enriching and Accelerating Student Learning Many district and **school-level activities** provide important evidence-based interventions that support the **enrichment and learning acceleration priorities** identified in our CNA process and impact student performance on Indiana Academic Standards and Indiana Statewide Assessments. These **school activities** ensure a well-rounded education for all learners while addressing the needs of students identified in our CNA process including: our lowest-achieving students, students in subgroups, and students who are high-risk. (ESSA, Title I Schoolwide Program)

High Ability Gifted and Talented Program: All students in kindergarten, second, and sixth grades are screened for participation in our district Gifted and Talented Program. The top 4 percent of students are invited to participate in our district magnet program for 3-6 grade.

Cluster Grouping: High ability students are identified using district assessment data and are clustered together in kindergarten through sixth grade classrooms. Cluster teachers receive specialized training from the district and ongoing support within our school. Cluster teachers embed high ability techniques into the learning environment.

Martin Luther King Jr. Contest: The annual contest is held in January in honor of Dr. Martin Luther King, Jr's birthday. Each year students are provided with an opportunity to experience academic success by giving visibility and validation to the history, customs, traditions, values and perspectives of diverse cultures; and the opportunity to engage in multiple literacies that model equity and motivate students to become social justice advocates.

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WiRES (Wayne Inspired Robotics for Elementary Students): Fifth and Sixth graders have the opportunity to work in Robotics program and work to learn STEM based concepts with teacher volunteers. They participate in District and State competitions as well as school based competitions. This program has also been invited to various field trips to engineering venues including Rolls Royce.

Science Summer Safari Program: 160 students participate in hands-on learning of science across the state of Indiana each summer. Students learn about geology at Turkey Run, dig for fossils, find living things in creeks and streams, go underground to explore a cave, and learn about aviation at the Indianapolis airport.

District software programs that enrich or accelerate learning: MSD of Wayne Township has district-wide subscriptions to several software programs that accelerate learning: ● Adobe Spark: Adobe Spark, a digital storytelling tool, allows teachers and students to create videos and websites that can serve as a method for students to showcase their learning. ● Itslearning: Wayne's learning management system has several features that also allow teachers and students to create videos, post created work as well as access a variety of digital resources that can be used to show learning as well as learning tools.

- MyON: A digital book platform for students in grades K-6 where students can choose books to support their classroom learning or a pleasure reading resource.
- IXL: This platform allows students to practice English Language Arts and Math skills to shore up gaps as well as expose them to opportunities for acceleration.
- PebbleGo: This emergent reader research platform allows students in grades K-6 access to databases on many science and social studies topics.
- OverDrive: MSD of Wayne Township digital library where students can access digital books as well as audio books that can be used for classroom curriculum support as well as a pleasure reading resource.
- Google Classroom: A streamlined tool that helps teachers manage coursework, provide students opportunities for collaboration and foster better communication between

themselves and students.

- **GSuite for Education:** An integrated solution that links together software for communication, collaboration, creativity and critical thinking that students access for curricular needs as well as for acceleration of learning. Some of the software included in GSuite are Docs, Sheets, Slides, and Drawing.

Battle of the Books: This is a team building activity focused on improving students' reading comprehension, background knowledge, and literary analysis. Students of all abilities participate in reading and discussing diverse literature. After several months of reading, teams compete against Wayne Township schools. (March-May)

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Math Bowl Students in fifth and sixth grades practice difficult math problems. After several months of practice, our school team competes against schools across the state. (January, February, and March)

Spell Bowl Program: Students in fifth and sixth grades practice spelling difficult word patterns. After several months of practice, our school team competes against schools across the state. (September, October, November)

District Programs for Providing a Well-Rounded Education

Many **district activities** provide important evidence-based interventions that support the **social emotional priorities** identified in our CNA process and impact student performance on Indiana Academic Standards and Indiana Statewide Assessments. Social emotional interventions ensure a well-rounded education for all learners while addressing the needs of students identified in our CNA process including: our lowest-achieving students, students in subgroups, and students who are high-risk. (ESSA, Title I Schoolwide Program)

High Ability Cluster / Teacher Training: To better support advanced learners in the district, the high ability program offers a self-contained program and a cluster program at each of the eleven elementary schools. Those teachers who are teaching the identified cluster classrooms are provided additional training that focuses on the needs of high ability learners.

Habits of Success: The MSD of Wayne Township Habits of Success are practices for thinking and creating that are being woven into our overall district and school cultures. These habits are displayed monthly throughout the district.

School Based Mental Health Services: Cummins provides a full range of therapeutic services to children in our school. Working closely in collaboration with families and schools, providers are able to meet our students in the school environment where mental health problems frequently present. Early identification and treatment of these conditions result in a higher likelihood of reduced mental health challenges.

School Activities for Providing a Well-Rounded Education

Many **school-level activities** provide important evidence-based interventions that support the **social emotional priorities** identified in our CNA process and impact student performance on Indiana Academic Standards and Indiana Statewide Assessments. Social emotional interventions

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ensure a well-rounded education for all learners while addressing the needs of students identified in our CNA process including: our lowest-achieving students, students in subgroups, and students who are high-risk. (ESSA, Title I Schoolwide Program)

Social Emotional Learning (SEL) SEL is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. We utilize the Second Step curriculum and SEL coaches to support our students and staff with SEL implementation.

Positive Behavioral Interventions and Supports (PBIS) PBIS supports build capacity for implementing a multi-tiered approach to social, emotional and behavior supports within a school. The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of school communities. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.

Body Safety Child Molest Prevention Program This program, at all age levels, tastefully teaches the proper names of the private body parts. The purpose is to circumvent the major reason that children do not tell when they are molested - embarrassment. Properly naming the body parts normalizes the discussion of body parts and helps to limit the chance for confusion. The usage of proper body part names sets this program apart from other safety programs. Children are encouraged to share concerns with their parent(s) or another caring adult. This program is provided by Indianapolis Metropolitan Police Department and is designed to empower children and not to frighten them.

Trauma Informed Practices: McClelland Elementary is a pilot school for Trauma Informed Practices and has a yearlong partnership with the Indianapolis Children's Policy Law Initiative. Staff is trained in Adverse Childhood Experiences (ACEs) and have strategies to strengthen relationships with all stakeholders. Our calming room is utilized daily by any student who is in need of a quiet area to regulate and get back to baseline.

Social Emotional Learning Practices: We have a Social Emotional Learning Coach who is available two days per week to train staff and work with students. The McClelland staff received training in Restorative Practices through the Peace Learning Center. As a result, staff and students know the importance of community circles as a tier one support for all students and staff. Additionally, staff knows how to implement restorative chats as a way to address concerns and

repair the harm done through behavior. Student ambassadors in grades 4-6 are trained to mediate concerns between peers and serve in each grade level to support all students. Every teacher conducts community circles several times per week, and the Second Step Social Emotional Learning Program

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is used regularly to strengthen student's skills in learning, empathy, emotion management and problem solving.

Partnerships and Resources: McClelland has formed many partnerships and receives numerous resources to support the whole child. These include: Dental services provided by the Mobile Dentist, eye exams provided by the Ben Davis Lions Club, a school shoe closet provided by Shoe Closets Inc, shoes provided by the Indianapolis Assistance League for 80-100 students per year, backpacks provided by Gleaners Food Bank, and holiday assistance for families provided by various community partners.

Before/After School Clubs: We offer many before or after school clubs to support students' well rounded education including: Girls on the Run, Soccer Club, Basketball Club, Refit Dance Club, Unified Track, Art Club, Choir, Steel Drums Group, Student Council, and Garden Club.

Family Member Engagement - Required Content

Many district-level and school-level activities work to maximize the engagement of family members in the school. With a commitment to timely communication and through a shared responsibility for our students' high academic achievement, we work collaboratively to support student learning. (CSI/TSI, Title I Schoolwide: CGE, CHC, CWE, GCE, LHC, MWE, MCE, NWE, RHE, SFE, WLE)

Communicating with Families

Wayne Postcards: The school district utilizes the use of postcards to communicate important information, dates, and events, such as registration dates, with families and community stakeholders.

Social Media:

- **Wayne Facebook Page:** The district utilizes the Facebook social media platform to share news, stories, and information about what is taking place throughout the school district. These posts highlight classroom practices, building highlights, awards, and events taking place.
- **Twitter:** The superintendent uses Twitter as an additional avenue to communicate information quickly to students, parents, and stakeholders. Tweets provide information regarding changes in school schedules (i.e. delayed starts), district events, important dates and deadlines, and instructional practices that take place in classrooms.

Dr. Butts Phone Call to Families: A mass communication system is used for the timely delivery of information such as snow days or early dismissals with families. These calls are provided in

English and Spanish.

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District Website: Our district website acts as the springboard for students, parents, community members, and stakeholders to access information regarding programming, district calendars, Skyward (Student Information System), transportation department, district news and information, and individual schools.

Progress Reports / Midterm Grades / Report Cards: Student progress and grades are communicated on an ongoing basis throughout the school year via Skyward. Progress reports are communicated biweekly, while midterm grade reports, and report cards are shared four times a year.

English Learners Talking Points: The Language Assistance Program for English learners communicates with our families in English and in a host of other languages. Parents receive direct mailings for Annual Notification of Participation letters and ACCESS 2.0 information and results. Parents are invited to attend the Annual Language Assistance Program Family Night, where schools, district information, and community partners are on display. English Learner families receive a monthly newsletter filled with district level and community events. In addition, this year we hosted our first English Learner Parent Leadership Group and our Monthly Newcomer Parent Meetings. Parents are invited to attend two evening English Learner Broad Based Committee meetings (one each semester) where the LAP Coordinator and LAP Parent Liaison discuss district happenings, data, and welcome parent input.

High Ability Parent Information Nights: Parents and guardians of students who are identified as high ability are invited to one of four, two elementary and two Middle School, parent information nights. These meetings provide parents the opportunity to learn about the high ability program for the district and answer questions regarding curriculum, options, and experiences their students can expect.

High Ability Parent Open Houses: Parents and guardians of students who are identified as high ability are invited to attend an open house during the school day. This open house allows parents and students the opportunity to tour the school, observe high ability classrooms, and ask questions to teachers and administrators prior to deciding to join the high ability program.

Social Media and Technology Communication Tools: McClelland engages families in communication through the use of a school Facebook page and Twitter account. In addition, we communicate regularly with families using the texting app called Remind 101. Teachers communicate daily and weekly through the use of Class Dojo.

Other Communication Tools: Teachers send home classroom newsletters, and there is a school newsletter shared monthly. Teachers communicate daily and weekly through homework folders. Finally, a detailed student handbook is provided to each family annually.

School Event Calendar: To promote continued parental involvement, a calendar of events has been created for the school year. At McClelland Elementary, opportunities for parent school connections include a survey where parents indicated their satisfaction with various programs and activities of the Title I program and also gave feedback to make adjustments. Our Comprehensive Needs Assessment indicates that parent involvement improves when there is a focus on student centered activities.

Increasing Family Involvement

Skyward Access for Families and Students: MSD of Wayne Township's student information system where guardians can access real-time updates on their child's academic progress. Skyward can be accessed via a phone app or a parent portal website. In addition, teachers and guardians can communicate directly via the email feature in Skyward.

Dr. Butts Phone Call to Families: A mass communication system is used for the timely delivery of events and activities available to families within the district. These calls are provided in English and Spanish.

LAP Family Night: LAP Family Night is hosted annually. Schools, district representatives, and community partners are available. Parents and their children are able to visit over 60 tables to ask questions, gather information, choose meaningful school or community related giveaways, and participate in fun activities.

LAP Parent Liaison: The LAP Parent Liaison works closely with our English learner parents/families to ensure all of their needs are met. This position is committed to finding interpreters/translators for families and establishing strong community partnerships to assist families. The LAP Liaison host informative events throughout the year: immigration topics, proper usage of school technology, free/reduced lunch procedures, school contact information, medical assistance, dental assistance, free resources, etc.

NewComer Meetings - Newcomer Parent Meetings are held monthly for one hour. Any parent or guardian who has a child who has been in US schools for 3 years or less are invited to attend. Parents receive a MSD of Wayne Township Newcomer Booklet that provides them with school information, community resources, and an explanation of what it means for their child to be a newcomer or an English learner in our district.

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Wayne Winter Games and Health Fair: Wayne Winter Games is an annual community event that brings community healthcare partners together to share information with families and community members. This event is an interactive event to engage students in various activities at the many booths, as well as friendly competition for adult teams in a variety of physical challenges.

The purpose of the event is to engage in dialogue about health and well-being and connect services to community members.

Parent Liaisons K-8: Parent liaisons work to increase regular communication between home and school, increase parent involvement at school events, increase parent support of student learning at home, address conflict resolution and cooperative peer relationship training for students, and increase parent communication through home visits, phone calls, and conferences.

Straight A Celebrations: Following the end of the school year, students in first through twelfth grade are recognized for attaining Straight As on their report cards. Families are invited to an evening event where students are recognized by Superintendent, Dr. Butts and our School Board.

Translated Communications - District letters and all other important information are distributed to families in English and Spanish. Communication can be translated in many of the other seventy two languages by parent request, teacher request, and/or necessity.

Talking points is a web and mobile text message application, that communicates to families in over 20 different languages, used by the LAP office to communicate special events and happenings to English learner families.

LTC Communication is a language line provided by the LAP office for schools to call an interpreter when in the company of a parent who is trying to enroll a student, for a child who has a medical emergency, and/or at the discretion of an administrator.

Arts Alive: Arts Alive is a biannual event celebrating the performing and visual arts in May. Art teachers from across the district compile a large selection of work from their students that is displayed throughout the high school. The music and drama teachers schedule concerts and performances. This event is open to the community and is an all day event geared at showcasing the various talents of students and engage the community in additional programming opportunities provided to students.

Book Fairs: Schools set up a mini-book store where students and families have opportunities to buy books to add to their personal libraries. Many schools have book fairs that take place multiple times throughout the year and that are tied to literacy nights where families come and participate in literacy related activities.

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Family Friendly Activities: McClelland's staff takes pride in engaging families in a variety of activities including: honor's day ceremonies (one per semester), kindergarten and sixth grade picnics, sixth grade promotion ceremony, field day, Moments with Moms and Significant Female Role Models, music performances, *Huge Events* behavioral reward parties, Donuts with Dads and Significant Male Role Models, intermediate STEM night, grade level field trips, Winter Learning Land, grade level movie nights, VIP day, Spring Fling, Art Show, McTeacher Night at McDonalds, SEL Family night, Introduction to Title I Night, and the school Book Fair. The students and staff

truly enjoy these special activities, and many positive comments from parents are consistently received by administration. McClelland Elementary is well on its way to improving the relationships with all stakeholders and increasing our sense of community.

Parent Leadership: The McClelland community invites parents and families to participate in several leadership and decision making teams including: Title I Improvement Plan Team, PTO Board, and School Improvement Planning Committee.

Providing Academic Performance Information

Fall Conferences: Every October, we invite families into school to learn about student progress and performance. Teachers and administrators meet with students and families in the evening. Translators are provided for families that speak languages other than English.

Skyward Access: MSD of Wayne Township's student information system where guardians can access real-time updates on their child's academic progress. Skyward can be accessed via a phone app or a parent portal website. In addition, teachers and guardians can communicate directly via the email feature in Skyward.

ACCESS 2.0 Parent Information: English learner families receive a letter in December of each year providing them with the WIDA ACCESS 2.0 dates, along with helpful tips on how they can help their child be successful. In May/June of each year, English learner families receive a student report, which is an update of their child's English proficiency level, and a letter that provides instructions on how to interpret the meaning of the score report.

Involving Families in Planning, Decision-making, and School Improvement

Leadership and decision making with input from a committee of persons interested in the school, including parents, teachers, community leaders, and administrators is the foundation for a successful school, district and community. (IC 20-31-5-1, ESSA, Title I Schoolwide)

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School Improvement Planning Committee: Parents, community members, teachers and administrators meet yearly to complete a comprehensive review of school data, identify areas of strength, prioritize areas for growth, and determine updates to the school improvement initiatives.

Title I Schoolwide Planning Committee: Parents of Title I students and staff review Title I school improvement initiatives yearly and make plans for the upcoming year.

District Broad-based Committees for High Ability, EL: Parents are invited to attend two evening English Learner Broad Based Committee meetings (one each semester) where the LAP Coordinator and LAP Parent Liaison discuss district happenings, data, and welcome parent input.

Skyward Advisory Committee: As new features become available in MSD of Wayne's student information system, Skyward, a group of guardians are gathered to discuss the new features. Discussion centers on the functionality of the feature, the need to adopt the feature and the rollout of communication on the feature.

English Learner Parent Leadership District Group: Created in the summer of 2018, the Language Assistance Program is working to create a core group of parents who are learning how to advocate and actively engage school staff and community organizations. This parent leadership group works alongside the Language Assistance Program to offer suggestions, share their concerns, utilize resources in the district and the community, and assist and recruit other parents to be actively involved in the school district.

Transition Supports - Required Content

Transitions between school buildings are a critical time to increase communication and supports to ensure all students transition smoothly. (Title I Schoolwide)

Transition from Preschool to Kindergarten

Our preschool students attend our Wayne Township Preschool Center. Each spring kindergarten teachers work closely with the preschool to provide transition and welcome information for families. Wayne Township Preschool Center holds a family night for students transitioning to kindergarten programs throughout the district. This meeting introduces parents to the eleven elementary schools, our kindergarten program, and provides suggested activities for the upcoming summer. Family conferences are also held each spring to plan transitions for students moving from special education preschool to kindergarten. The preschool families involved with special education have their kindergarten bound conference at the school with the staff and the receiving elementary school. Individual education plans are developed for students that include a social story of the

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kindergarten's new elementary school. These stories include pictures of the school building, principal, assistant principal and important locations within the school like the cafeteria and playground. Families are able to tour the school building and begin fostering relationships with staff.

Transition from Elementary 6th Grade to Middle School 7th Grade In January, the principals from the Middle Schools visits our elementary schools and talk with sixth grade students and teachers. The purpose of this visit is to make a personal connection and share an overview of Middle School. There is an opportunity for students to ask questions and share concerns.

Sixth grade students visit our Middle Schools with their teachers in the spring. Students tour the campus, listen to presentations by the different teams, learn about scheduling, and attend a music department performance. Sixth grade teachers assist students in completing their schedules for

seventh grade.

The Middle School Music Departments work with our elementary school music teachers to administer a music survey assessment. Students' work is scored by Middle School staff, and students are invited to participate in the various music programs: choir, orchestra, band or general music. A hands-on instrument orientation is provided to students in the spring. Students participating in band attend summer camps at the Middle School schools.

In May, a Middle School counselor visits elementary schools to meet with sixth grade special education teachers, ENL teachers, counselors, administrators, and the school nurse. The purpose of this visit is to share important information about our sixth grade students. The special education department chair also visits our school to meet with classroom teachers, special education teachers, occupational therapists, physical therapists, and speech language pathologists to ensure a smooth transition for our special education students.

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Cultural Competency - Required Content

Include culturally appropriate strategies for increasing student learning and methods to improve the cultural competency of the school's teachers, administrators, staff, parents, and students.
(IC-20-31-6)

Student Population Breakdown - Updated Annually

These tables include the racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups that are included in the school's student population. (IC-20-31-6)

Program	2017-2018	2018-2019	2019-2020
Enrollment	Number/Percent	Number/Percent	Number/Percent
			All School 808 768 858
		117/15.2%	153/17.8%
English Learner (LAP) Program			
Special Education Program			
	117/14.5%	138/18%	190/22.1% 109/13.5%

Ethnicity	Enrollment 2017-2018 Number/Percent	2018-2019 Number/Percent	2019-2020 Number/Percent
All School	808 768 858	American Indian 2/.02% 2/.01% 1/.1%	Asian 6/.07% 7/.09% 9/1.0%
	Black 220/27.2% 218/28.4% 289/33.7%	Hispanic 244/30.2% 239/31.1% 261/30.4%	Multiracial 74/9.2% 68/8.9% 68/7.9%
	White 262/32.3% 234/30.5% 228/26.6%		

Free-Reduced Meals	Enrollment 2017-2018 Number/Percent	2018-2019 Number/Percent	2019-2020 Number/Percent
Free Meals	571/70.7% 525/68.4% 603/70.3%	Reduced Meals	91/11.3% 108/14.1% 80/9.3%
		Paid Meals	146/18.1% 135/17.6% 175/20.4%

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Programs and Strategies in Place to Support Culturally Responsive Schools

Culturally appropriate strategies for increasing educational opportunities and educational performance for each group are incorporated into the school. (Updated Annually IC-20-31-6)

SIOP Training: To better support English learners in the district, the Language Assistance Program offers a yearly Sheltered Instruction Observation Protocol (SIOP) four day training. Classroom teachers are taught all eight components of the model: Lesson Preparation, Building Background, Comprehensible Input, Instructional Strategies, Interaction, Practice/Application, Lesson Delivery, and Review/Assessment. The district has revisited prior training in the SIOP model. To date we have three cohorts, consisting of instructional coaches, elementary, Middle School, and high school teachers who have been trained. The next cohort will start in the fall.

Undoing Racism: To examine and learn about our country's history of racism, systemic oppression, and white privilege. This two day workshop brings to light a common definition of racism, how it is maintained in institutions, and how it endangers the well-being of children and families. To date, we have had 23 District administrators, 29 Principals and Assistant Principals, and 25 School Staff participate in this professional learning experience.

District Equity Team: The equity team is comprised of the superintendent, the superintendent's cabinet, district administrators, building administrators, teachers, parent liaisons, and the district social worker. The team meets twice in the fall of each semester and focuses on implicit bias, racism, cultural competence, cultural responsiveness, white privilege, equitable programming, systemic challenges, and maintaining high expectations for all students.

High Ability Broad Based Planning Committee - Equity Working Group: The equity working group consists of various stakeholders working within the school district to examine the level of representation from all groups participating in the MSD of Wayne Township's high ability program.

The team of teachers, administrators, and counselors review selection and identification processes and criteria, and provide input and feedback based on research and best practices to help ensure the selection process equitable for all students.

LAP Parent Liaison: The LAP Parent Liaison works closely with our English learner parents/families to ensure all of their needs are met. This position is committed to finding interpreters/translators for families and establishing strong community partnerships to assist families. The LAP Liaison host informative events throughout the year: immigration topics, proper usage of school technology, free/reduced lunch procedures, school contact information, medical assistance, dental assistance, free resources, etc.

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Student Groups: Our staff continues to develop strategies to address the unique needs of our diverse student population and their families. As our staff designs curriculum and services for students, we understand the need to adapt to better serve our diverse and transient populations. We currently utilize the following groups to unite our school community: Young Men of Purpose, Girls, Inc., SEL Ambassadors, Unified Track Team, Girls on the Run, and Refit Dance Club.

Honoring Customs and Traditions: Our staff continues to honor and respect different cultural backgrounds and customs, different ways of communicating, and different traditions and values of our students and families through our participation in district learning and events.

Social Emotional Learning Frameworks: Second Step and Going Greene were also utilized in professional development to help staff empathize with students' specific needs.

Data Team Process: Our data team process is utilized to hone in on student's strengths and areas of concern. Information from this process is used to create grade-level lesson plans and intervention plans for struggling students. This process will continue to be fine-tuned during the 2019-2020 school year.

Strategies for Improving Cultural Competency - Updated Annually Areas in which additional professional development are necessary to increase cultural competency in the school's educational environment are listed below. (Updated Annually IC-20-31-6)

Strategy(ies) to Improve Cultural Competency within our School Community

Goal for Cultural Competency	bias and how it impacts instructional practices	
	Strategy Description:	
Develop an understanding of our cultural	Describe the Learning Design being utilized	<ul style="list-style-type: none"> ● Continue to further develop our understanding of what

culturally	responsive instructional cycle	alouds and on your own
responsive teaching is through	to ensure we are implementing	reading times.
our	strategies with fidelity. ●	Participants
monthly PLC sessions.	Incorporate new texts that	
● Collaborate to develop	provide a more culturally	Certified Staff Classified Staff
strategies that reach our	inclusive experience for our	Administrators
diverse learners and use the	students when using read	

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- Continue providing opportunities for teachers to participate in book studies that focus on race, equity, and responsive teaching.

Staffing - Required Content

Recruitment

We have several measures in place to attract, nurture, and retain highly qualified teachers. Our school works closely with the district to attract highly qualified teachers. Teachers from throughout the state are aggressively recruited at college job fairs, interviews, and from a robust student teaching pool. The district creates and maintains a pool of highly qualified candidates who have been carefully screened to meet the high expectations of Wayne Township. After employment, Wayne Township requires all new employees to complete a two-year district level professional development orientation as a form of ‘on-boarding.’ Additional support is provided through grade level teams, mentors, the support of an instructional coach, and a New Teacher Academy. (Title I Schoolwide)

Instructional Staff Licensure / Certification List - Title I Schools

Instructional staff list is located in the “[8 SIP Instructional Staff List for Title I Schools](#)”

Attendance - Required Content

Reduction of absenteeism is a top priority for our school. Students are considered chronically absent when they are not in attendance for ten percent of the school year. This equates to approximately 18 days of school.

School Attendance - Goals

We have multi-year goals that include improvement in the Model Attendee Rate in our elementary and middle schools and goals for attendance improvement in our ninth grade center and high schools. Annually, we review these goals and the attendance improvement objectives and strategies described below. Attendance Goals are located in the “2 SIP State and Federal Accountability Goals” section of our plan. (IC 20-31-5-4, 511 IAC 6.2-3, ESSA)

Federal Accountability - Model Attendee Goals

The Federal Accountability grade includes a Model Attendee Rate. A Model Attendee must have been enrolled for at least 162 days and either be at 96% overall attendance rate or have improved his/her attendance by 3% from the previous school year. All students in Kindergarten through 8th grade are included in the school’s Model Attendee goal and the school accountability indicator.

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Students Absent 10% or More of the School Year

2017-2018 2018-2019 2019-2020

Number of Students **38 47 31** Percent of Students **5% 7% 4%**

Programs / Objectives Currently in Place to Support Attendance - District Level

Elementary and Middle School Attendance

- **Full Time Registered Nurses:** Our school has a full time registered nurse to meet health related issues that might impact students including: asthma, diabetes, seizure disorders, eye exams, maintain student immunization verifications, and monitor typical colds, flues and minor health related concerns. They also provide family life education in 5 and 6 grades.
- **In-School Dental Program:** The mobile dentist is an in-school dental program designed to support students’ overall dental health. The program sets up a mini dental clinic in the school once or twice each year. The services include: complete oral exam, cleaning, fluoride, sealants, x-rays, fillings, pulpotomies, simple extractions, oral health education and a free toothbrush. The program is convenient for families and no cost to those on Medicaid.
- **Sight for Kids:** The Lions Club International provides yearly vision screening for all students in kindergarten, first grade and students new to the school.
- **District-wide Hearing Screening:** Each year Wayne Township coordinates hearing screening for all students in kindergarten, first grade and students new to the school.
- **Immunization Free Clinics:** Each year Wayne holds district-wide shot clinics offering free immunizations for students kindergarten through high school.
- **Summer Lunch Program:** Throughout the summer, our Child Nutrition Program offers a daily lunch at locations across the district for children under the age of 18.
- **Parent Letter for 3, 5, and 9 Days Absences:** The administration automatically generates letters to parents when students have 3, 5 or 9 days of absences. Letters are shared with parents reminding them of their child’s absence. The administration tracks students’

absences and utilizes school personnel to reach out and work with families.

- **Legal Notice of “Failure to Ensure”:** Legal notice is delivered by a District Truancy Officer to the home where students have excessive unexcused absences. The notice informs parents that if they reach 10 unexcused absences they may be referred for “Failure to Ensure”.
- **“Failure to Ensure” Referral for Court:** Administration follows up on the legal notices that are sent to parents. When students are absent after being warned by legal notice the

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parent is referred for “Failure to Ensure”. The school provides necessary attendance documentation, affidavits, and referral documentation to the Marion County Prosecutor's Office.

- **Family Attendance Court:** District administration meets monthly with families of students with significant attendance concerns. Student attendance patterns are reviewed and root causes are collaboratively considered. Goals for improvement are developed and strategies for monitoring continued improvement are determined.

Strategies for Improving Attendance - School Level

In order to improve attendance at McClelland, we utilize the following strategies:

- Meeting with families to identify the barriers to attendance
- Providing alarm clocks
- Making phone calls to absent students’ families
- Recognizing students for improved attendance through the use of our Positive Behavior Program

Career Awareness and Development - Required Component

Grades K-5

Career awareness activities are provided for students.

Career Simulation (JA Biztown, etc.)

Career-focused classroom lessons

Career Day/Fair or Community Day

X Career-focused clubs (Robotics, agricultural garden, STEM, etc.)

X Guest Speakers

Other:

Grades 6

Career awareness activities are provided for students.

Career-focused classroom lessons

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Guest Speakers

X Career-focused clubs (i.e. Robotics, Agriculture Garden, STEM, etc.)

Career-related courses

Job-site tours

Career Day/Fair or Community Day

Job-site Tours

Online career navigation program

Other:

State Accountability Goals: McClelland Elementary Performance Domain

- Percent Passing

Scores

2017-2018

Benchmark 2018-2019

Benchmark 2019-2020

Goal

2020-2021

Benchmark 2021-2022

Benchmark 2022-2023

Goal

2023-2024

ELA 55 60 65 70 75 80 85 **Math** 55.3 60 65 70 75 80 85

Growth Domain - Percentage Rate

Scores

2017-2018

Benchmark 2018-2019

Benchmark 2019-2020

Goal

2020-2021

Benchmark 2021-2022

Benchmark 2022-2023

Goal

2023-2024

ELA - Top 75 97.5 103 108 113 118 123 128 **ELA - B 25%** 105.1 110 115 120 125 130 135 **Math -**

Top 75% 112.9 118 123 128 133 138 143 **Math - B 25%** 123 128 133 138 143 148 153

Federal Accountability Goals: McClelland Elementary Academic

Achievement Indicators - Percent Passing

Scores

2017-2018

Benchmark 2018-2019

Benchmark 2019-2020

Goal

2020-2021

Benchmark 2021-2022

Benchmark 2022-2023

Goal

2023-2024

ELA 55 60 65 70 75 80 85 **Math** 55.3 60 65 70 75 80 85

Academic Progress Indicators - Growth Points

Scores

2017-2018

Benchmark 2018-2019

Benchmark 2019-2020

Goal

2020-2021

Benchmark 2021-2022

Benchmark 2022-2023

Goal

2023-2024

ELA 99.5 105 110 115 120 125 130 **Math** 115.4 120 125 130 125 130 135

Progress in Achieving English Language Proficiency - Proficiency Rate

Goal 70% Met Goal or

Scores

2017-2018
Benchmark 2018-2019
Benchmark 2019-2020
Goal
2020-2021
Benchmark 2021-2022
Benchmark 2022-2023
Goal
2023-2024

Achieved Proficiency
28.8 44 49 54 59 64 70

Addressing Chronic Absenteeism Proficiency Indicator - PR

Goal 80% Model
Scores
2017-2018
Benchmark 2018-2019
Benchmark 2019-2020
Goal
2020-2021
Benchmark 2021-2022
Benchmark 2022-2023
Goal
2023-2024

Attendee Rate 76 77 77.5 78 78.5 79 80

Federal Accountability Goals: McClelland Elementary Subgroup Grades

Scores
2017-2018
Benchmark 2018-2019
Benchmark 2019-2020
Goal
2020-2021
Benchmark 2021-2022
Benchmark 2022-2023
Goal
2023-2024

Overall Points (Total Student Group) 74.8 78 81 84 86 87 90 American Indian / Alaskan Native
Black 71.9 75.5 79 82.5 86 88 90 Multiracial 83.5 86.5 89.5 92.5 95.5 97 98 White 83.1 86 89 92 95 97 98
Free/ Reduced Lunch 73.8 77 81 85 89 92 93 Asian
Hispanic Ethnicity 73.7 77 81 85 89 92 93 Native Hawaiian or Other Pacific Islander
English Language Learner 69.9 74 78 81 85 87 90 Special Education 60.5 65 70 75 80 85 90

Letter Grade Points

A 100 - 90 points
B 89 - 80 points

C 79 - 70 points

D 69 - 60 points

F 59 and below

McClelland Elementary

Comprehensive Needs Assessment (CNA)

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From Generalizations to “Significant Area of Need” for SIP - Required Component 7 Root

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When should a comprehensive needs assessment take place?

- Immediately before developing a new or revising an existing School Improvement Plan.
- The SIP Action plan must be informed by a Comprehensive Needs Assessment. (ESSA, Title I Schoolwide Program)

What are the required components of a CNA?

Both federal guidance tied to ESSA and Title I Schoolwide Programs specify required components for a Comprehensive Needs Assessment (CNA). For each required component, the sources are identified in parentheses.

- Engagement of a broad range of stakeholders in the CNA process, such as family members, educators, community partners, and students. (ESSA, Title I Schoolwide Program)
- Examination of relevant data to understand the most pressing needs of students, educators, and the overall school as well as the potential root causes of these needs. (ESSA, Title I Schoolwide Program)
- A school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs. (ESSA, Title I Schoolwide Program)
- Description of the key findings and outcomes of the CNA, including but not limited to: (ESSA, Title I Schoolwide Program)
 - The data sources used in the CNA process;
 - A detailed analysis of data from all student subgroups;
 - An examination of student, teacher, school, and community strengths and needs; and
 - A summary of priorities that will be addressed in the plan, including priorities that address (1) student achievement in relation to rigorous state academic standards and (2) the needs of those children who are failing or are at-risk of failing to meet the rigorous state academic standards.
- The CNA must be made available to all interested members of the public in an easily understood

format. (Title I Schoolwide Program)

Which Schools are Required to Provide Evidence of a Full CNA?

- Those completing a Title I Schoolwide Program application;
- Those identified by the Indiana Department of Education (IDOE) as a Comprehensive School in Improvement (CSI); and
- Those identified by the IDOE as a Targeted School in Improvement (TSI)

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CNA Stakeholders - Required Content

The principal shall ensure that the **initial School Improvement Plan (SIP)**, **Comprehensive Needs Assessment (CNA)**, and **Annual Review** are completed with input from a committee of persons interested in the school, including parents, teachers, community leaders, and administrators (IC 20-31-5-1, ESSA, Title I Schoolwide) CNA committee members can be found on page 4 of the SIP Report.

Description of the Key Findings - Required Content

Our School Improvement Team completed a detailed analysis of data from five areas. These areas included: family survey and feedback data; teacher survey: culture, climate, professional learning, teaching/learning data; student achievement data (state and local including all available subgroup data); student attendance data; and curriculum and instruction data. Then our team identified strengths and challenges within all five areas of data and utilized a root cause analysis to prioritize areas for improvement.

Student Achievement and Attendance Data Analysis

Strengths

- Growth in the area of ELA by our Bottom 25% students and Top 75% students on ISTEP+
- Growth in the area of Math by our Bottom 25% students and Top 75% students on ISTEP+
- Increase in Grade 3 IREAD-3 Pass rate-80% after summer assessment
- Overall growth in reading based on Fountas and Pinell assessments
- Overall attendance rate 96.3%

Challenges

- Overall pass rate in ELA and Math on ISTEP+
- ISTEP+ pass rate for English Language Learners
- ISTEP+ pass rate for students with Special Education needs
- ISTEP+ pass rate for African American learners
- Improving attendance for students with chronic attendance and tardiness concerns

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Student Achievement and Attendance Generalizations

- Increased growth in both ELA and Math ISTEP+ was a result of intentional instructional strategies
- Increased IREAD3 growth was a result of an intentional focus on student strengths, areas of improvement, and enrichment opportunities through small group mini-lessons
- Increased student attendance rates improved as a result of strengthened staff and student relationships, focused attention to families in need, and school and home communication
- McClelland Elementary administration and teachers will begin using a data dashboard, INSITE, to collect and analyze student data. This resource will be used to focus on students who have poor attendance. We will work with families to eliminate barriers to good school attendance.
- More consistent scoring with Fountas and Pinnell assessments has allowed for identifying specific needs and in turn planning intentional instruction
- Continued professional learning in the areas of critical thinking, number sense, Sheltered Instruction, and SEL will contribute to the overall achievement of all students.

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Family Survey and Feedback Data Analysis

Strengths

- 51% completed and returned the family survey
- 89% of parents surveyed reported that their child is able to discuss the books they read
- 100% participation in Fall Teacher/Family conferences
- Continued high participation in School-wide family events
 - 79% attended Moments with Moms
 - 55% attended Donuts with Dads
 - 79% attended Winter Learning Land
- Multiple families requested that all grade levels have opportunities to participate in family events

Challenges

- Engaging families that do not regularly participate in family events
- Enlarging current events to include K-6 families

Family Survey and Feedback Generalizations

- Due to family feedback and positive experiences in previous years, families have requested inclusion of all grade levels. This will be honored and implemented during the 2019-2020 school year.

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Teacher Survey, Culture, Climate, Professional Learning Data Analysis

Strengths

- 21% of teachers felt increased levels of joy between November and May
- Feeling of being overwhelmed decreased by 17% between November and May
- 10% of teachers reported feeling more valued in May than in November
- 11% of teachers felt that their passion increased from November to May
- 83% of students surveyed feel that they are respected by the adults at school
- 77% of students see school as a safe place
- 74% of students feel that their teacher really cares about them

Challenges

- The marriage of Social Emotional Learning professional development and Instructional Professional Development
- 30% of students do not feel as if they belong at our school
- 37% of students feel like they are not encouraged at school

Teacher Survey, Culture, Climate and Professional Learning Generalizations

- As a result of professional learning around number sense, teacher capacity and efficacy increased
- As a result of professional learning around Social Emotional Learning, discipline referrals decreased and positive relationships grew from restorative chats. However, a significant number of students do not feel as if they are regularly encouraged and that they do not belong at school. Our continued focus on Social Emotional Learning will address these challenges.

Curriculum and Instruction Data Analysis

Strengths

- 100% of teachers maintain a growth mindset and desire to improve instructional practices in all areas. Data shows they want to continue developing skills in the area of critical thinking
- 80% of classroom teachers regularly collaborate to plan and co-teach with the instructional coach to improve practices ● By the end of the school year, 82% of grade level teachers were proficient in implementing and understanding number sense strategies
- 82% of teachers understood, planned, and implemented number sense strategies
- 100% of teachers participated in MacLearns sessions
- 6 teacher leaders planning and led sessions on number sense strategies during our Winter Learning Academy ● 8 teachers spent one year writing curriculum for a pilot of a 5th/6th grade redesign that will focus on STEM

Challenges

- 18% of teachers feel they are not proficient in implementing number sense in a manner that impacts student success ● English Language Learners are not achieving at the same level as their peers
- 60% of our teachers feel they need more training in the area of Sheltered Instruction to better support English Language Learners

Curriculum and Instructional Generalizations

- Teachers will need professional learning opportunities to help them continue growing in the areas of critical thinking, number sense, and how to fully support our English Language Learners using Sheltered Instruction. These will be topics that we have covered in years past, but teachers will engage in a spiral review during professional development sessions throughout the school year. In addition, teachers will learn how to use the resources and strategies in our new ELA curriculum and will continue their learning in the area of Social Emotional Learning.

From Generalizations to “Significant Area of Need” for SIP - Required Component

Utilize the generalizations above to identify significant areas for school improvement. The SIP Professional Learning/Action Plan must be informed by a Comprehensive Needs Assessment.

(ESSA, Title I Schoolwide Program) The areas identified in the **Summary of Priorities** below will become goals for the **SIP Professional Learning/Action Plan**.

Root Cause Analysis: Required Content for CSI and TSI Schools

Title I Schoolwide Schools, CSI/TSI Schools identify potential root causes for each Significant Area of Need: **Significant Areas of Need Root Causes of Each:**

- Overall low achievement in language arts in reading
 - Lack of aligned ELA curriculum with common materials
 - Lack of consistent grade-appropriate expectations for developing skills and metacognitive strategies for making meaning from text
 - Lack of culturally-responsive literature and resources for reaching our diverse learners
 - Need for intentional use of instructional strategies to meet the needs of our ENL, Special Education, and African American populations.
-
- Improvement in school climate and academic achievement among all students
 - Need for a common language for discussing feelings, emotional management, and problem solving
 - Need for a revised Level System that aligns with SEL practices and outcomes
 - Resources to help students feel empowered to succeed in the learning environment
 - Strategies rooted in positive school discipline, trauma informed practices, and culturally-responsive practices

[Table of Contents](#) [McClelland Elementary CNA](#) 7

Priorities for Improvement

Priority 1

Implementation of an aligned ELA curriculum with common materials; reading comprehension

Priority 2

Strengthen strategies rooted in positive school discipline, trauma informed practices, and culturally-responsive practices to improve school climate and academic achievement among all students

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8

McClelland Elementary SIP Professional Learning/Action Plan

Table of Contents

Priorities for Improvement 1

Priority 1: As a result of implementation of an aligned ELA curriculum with common materials, 100% of students will be able to respond to what they read and support their thinking with relevant text evidence. 1 Student-Focused Outcome 1 Outcomes for Staff 1 Theory of Change 2 Action Plan 3 Objective 1: Teachers will understand the structure, design, and content of the newly adopted materials and critical instructional strategies included in the materials. 3

Priority 2: As a result of strengthening strategies rooted in positive school discipline, trauma informed practices, and culturally-responsive practices to improve school climate and academic achievement among all students, out of school suspensions will be reduced by 20%. 5

Student-Focused Outcome 5 Outcomes for Staff 5 Theory of Change 6 Action Plan 6 Objective 1: Teachers will build capacity for understanding restorative consequences and chats to support student management and problem solving. 6

Summary of Priorities - Required Content 8 Priorities for Improvement 8

Priorities for Improvement

Priority 1

Implementation of an aligned ELA curriculum with common materials; reading comprehension

Priority 2

Strengthen strategies rooted in positive school discipline, trauma informed practices, and culturally-responsive practices to improve school climate and academic achievement among all students

Priority 1: As a result of implementation of an aligned ELA curriculum with common materials, 100% of students will be able to respond to what they read and support their thinking with relevant text evidence.

Student-Focused Outcome

What do you intend to change for students in your school?

Students will be able to read, comprehend, and respond to grade-level appropriate text with evidence from the text.

Outcomes for Staff

What adult-focused outcomes will establish the conditions necessary to achieve the student-focused outcomes?

Knowledge

Conceptual understanding of information, theories, principles, and research

Attitudes

Beliefs about the value of particular information or strategies

Teachers understand...

- The structure of *myView* / *myPerspectives*, and how that differs from current practice
- Grade-appropriate skills and metacognitive strategies for making meaning from text

Teachers believe...

- Use of common instructional materials supports student learning
- All students are capable of accessing and learning from grade-level appropriate text
- Students can build skills in the context of reading grade-appropriate text

[Table of Contents](#) **McClelland Professional Learning Plan** 1

Skills

Strategies and processes to apply knowledge

Behaviors

Consistent application of knowledge and skills

Theory of Change

Teachers know how to...

- Use First Read and Close Read approaches to support students in analyzing text and supporting their thinking with text evidence
- Embed quick checks into authentic reading (of shared texts or independent texts)
- Scaffold students' to support students with low reading levels or language levels in accessing grade level text
- Engage students in whole-group, small group, and partner discussion about what they're reading

Teachers consistently employ...

- First Read and Close Read strategies that target specific skills and strategies, while also reinforcing integrated, authentic, connected reading
- Embedded quick checks in the context of authentic reading that guide instructional next steps and response
- Daily opportunities for students to talk or write about what they read, including evidence from the text to support their thinking

Briefly outline the steps it will take to achieve your intended outcome for students. Add or delete rows if needed. 1 - Orientation on the structure and design of myView/myPerspectives

2 - Mini-Workshops for teachers: First Read/Close Read approaches, integrated quick checks with instructional response, strategies for supporting writing about reading and text-based discussions, scaffolds for students to access grade-level text

3 - Weekly Grade Level Planning (w/support teachers) to establish goals for each unit and week of instruction, scaffolds for accessing the text, look-fors during reading, and ways to respond instructionally to student need

4 - Collaborative Lesson Study: plan, observe, and study lessons that incorporate First Read/Close Read approaches, integrated quick checks, scaffolds for

5 - Analysis of Student Work (Data Team) - responses to reading with grade-level scoring guide

6 - Coaching

Student-Focused Outcome

Students will be able to respond to what they read and support their thinking with relevant text evidence.

[Table of Contents](#) **McClelland Professional Learning Plan 2**

Action Plan

Objective 1: Teachers will understand the structure, design, and content of the newly adopted materials and critical instructional strategies included in the materials.

Learning Design, Approach, or Activity

Evidence-Based Rationale

Content Workshops:

- Orientation on the structure and design of *myView* / *myPerspectives*

- First Read/Close Read approaches
 - Integrated quick checks with instructional response
 - Strategies for supporting writing about reading
 - Strategies for supporting text-based discussions
 - Scaffolds for students to access grade-level text
- The use of a common curriculum and high-impact instructional strategies provides a guaranteed curriculum for students to learn and alignment among teachers' practices.

Administrator Role Administrator will:

- set the expectation for attendance
- attend each of the workshops
- provide feedback on the implementation of aspects of the workshop during observation

Coach Role Coach will:

- Develop content of workshops in partnership with teacher leaders
- Support subsequent planning and classroom implementation of content of workshops

Leadership Team Role Leadership Team will:

- Help plan content and facilitate selected workshops
- Provide feedback on teacher needs after each workshop

Measure of Success / Impact Gauge

- Teacher Survey of instructional practices - beginning and end of the year ● Exit Tickets after each workshop
- Implementation gauge - coach and administrator - Beginning, Middle, End of Year

Timeline • Monthly workshops scheduled after school, August-September, November, January-March

Priority 2: As a result of strengthening strategies rooted in positive school discipline, trauma informed practices, and culturally-responsive practices to improve school climate and academic achievement among all students, out of school suspensions will be reduced by 20%.

Student-Focused Outcome

What do you intend to change for students in your school?

Students will be able to employ skills for learning, empathy, emotion management, communication, and problem solving to advocate for themselves in fulfilling their needs.

Outcomes for Staff

What adult-focused outcomes will establish the conditions necessary to achieve the student-focused outcomes?

Knowledge

Conceptual understanding of information, theories, principles, and research

Attitudes

Beliefs about the value of particular information or strategies

Skills

Strategies and processes to apply knowledge

Teachers understand...

- Strategies for building trusting relationships that foster open dialogue
- Adverse Child Experiences and how they impact learning
- The importance of vulnerability in utilizing a growth mindset
- The concepts of Second Step, how to facilitate a restorative chat, and how to lead a community circle

Teachers believe...

- Adult behavior can be an influence on student behavior in both positive and negative ways
- Our scholars can achieve at high levels and display emotional management when given intentional instruction, opportunities to problem solve, and appropriate levels of support
- Social emotional learning is valuable and increases student achievement

Teachers know how to...

- Deliver instruction using the Second Step curriculum
- Lead community circles and restorative chats
- Collaborate with stakeholders to address concerns for their students

[Table of Contents](#) **McClelland Professional Learning Plan 5**

Behaviors

Consistent application of knowledge and skills

Theory of Change

Teachers consistently employ...

- Scheduling of time for social emotional learning
- Direct teaching of Second Step skills and expectations for success
- Collaborative approaches to addressing concerns

Briefly outline the steps it will take to achieve your intended outcome for students. Add or delete rows if needed. 1 - Orientation on the revised Level System that utilizes the skills from social emotional learning, rather than always taking a punitive approach

- 2-Time to collaborate and have questions answered for the revised Level System.
- 3-Administrators modeling and coaching teachers through using the revised Level System.
- 4-Communication with families about Level system.
- 5-Direct teaching so students understand expectations of the Level System.
- 6-Data analysis to determine if we are meeting goal of reducing infractions as well as suspensions.

Student-Focused Outcome

Students will be able to employ skills for learning, empathy, emotion management, communication, and problem solving to advocate for themselves in fulfilling their needs.

Action Plan

Objective 1: Teachers will build capacity for understanding restorative consequences and chats to support student management and problem solving.

Learning Design, Approach, or Activity

Content Workshops

- 1st Quarter Focus: Building Up and Developing Trust within New Grade-Level Teams ● 2nd Quarter Focus: Develop Capacity in Restorative Consequences and Chats ● 3rd Quarter Focus: Refining our Work in Restorative Consequences and Chats

[Table of Contents](#) **McClelland Professional Learning Plan** 6

Evidence-Based Rationale

- 4th Quarter focus: Review, Reflect, Supplement
- The newly created Indiana Social-Emotional Competencies for students in grades Pre-K through 12, address social and emotional well-being through a neurodevelopmental culturally responsive framework. The foundation for these competencies has been developed from the most current brain research, social-emotional research, and trauma and culturally responsive best practices. (Indiana Department of Education)

Administrator Role Administrator will:

- set the expectation for attendance
- attend each of the workshops
- provide feedback on the implementation of aspects of the workshop during observation

Coach Role Coach will:

- Develop content of workshops in partnership with teacher leaders
- Support subsequent planning and classroom implementation of content of workshops

Leadership Team Role Leadership Team will:

- Help plan content and facilitate selected workshops
- Provide feedback on teacher needs after each workshop
- Provide ongoing support to colleagues

Measure of Success / Impact Gauge

- Teacher Survey of instructional practices - beginning and end of the year ● Exit Tickets after each

workshop

- Implementation gauge - coach and administrator - Beginning, Middle, End of Year
- Discipline data analysis
- Student survey of attitudes/feelings about levels of support-Beginning, Middle, End of Year

Timeline ● Monthly workshops-August, September, November-March, May [Table of Contents](#)

McClelland Professional Learning Plan 7

Summary of Priorities - Required Content

A summary of priorities that will be addressed in the Professional Learning Action Plan, including priorities that address (1) student achievement in relation to **rigorous state academic standards** and (2) the needs of those children who are failing or are at-risk of **failing to meet the rigorous state academic standards**.

Priorities for Improvement Highlight any that apply

Priority 1

Implementation of an aligned ELA curriculum with common materials; reading comprehension

Priority 2

Strengthen strategies rooted in positive school discipline, trauma informed practices, and culturally-responsive practices to improve school climate and academic achievement among all students

[Table of Contents](#) **McClelland Professional Learning Plan** 8

☐ Attendance

☐ ILEARN Performance ☐ Graduation

☐ Attendance

☐ ILEARN Performance ☐ Graduation

2019 Data

McClelland Elementary School (Horizons removed)

School-at-a-glance 2 ELA/Math Proficiency Data 2

ELA 3 Grade-level trends 3 School trends 3 Disaggregated Data 4

English Learners 4 Ethnicity 5 Gender 6 Socioeconomic 7 Special Education 8 IREAD 9

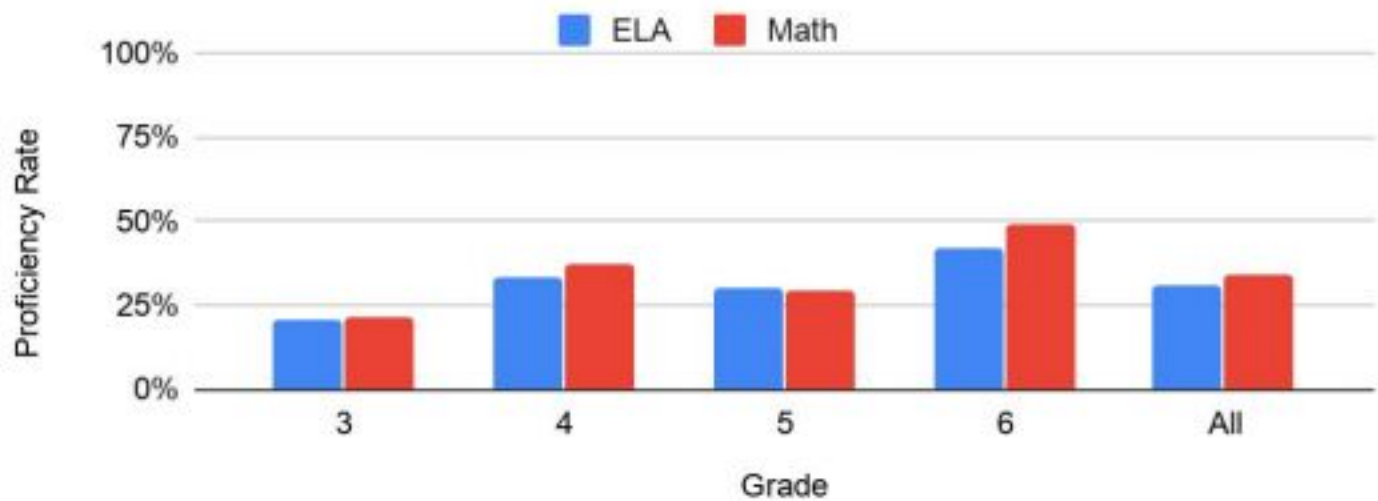
Math 10 Grade-level trends 10 School trends 10 Disaggregated Data 11

English Learners 11 Ethnicity 12 Gender 13 Socioeconomic 14 Special Education 15

School-at-a-glance

ELA/Math Proficiency Data

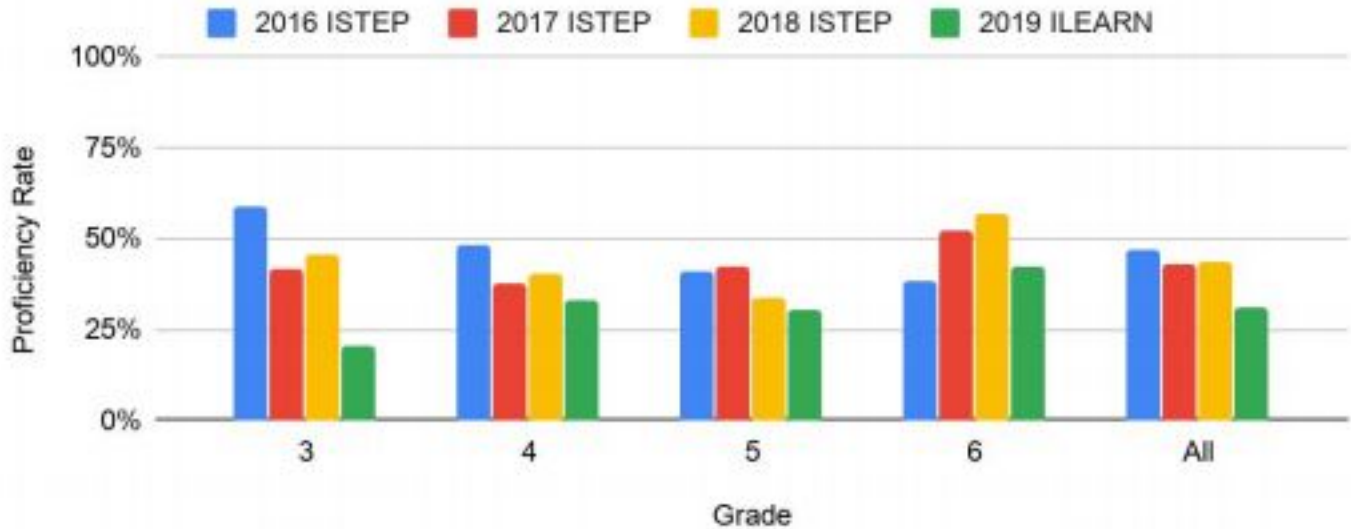
2019 ILEARN Proficiency Rate



ELA

Grade-level trends

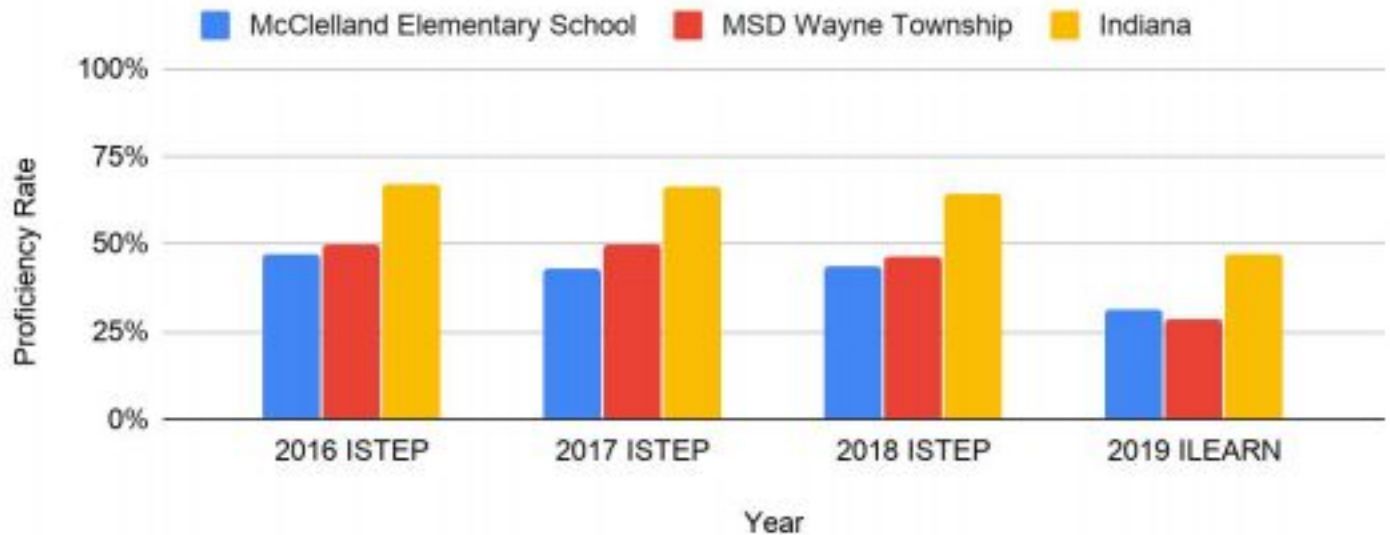
2016-2019 ISTEP/ILEARN Proficiency Rate - ELA



School trends

Comparison to MSD Wayne Township (3-6, Horizons removed) and Indiana (3-8, all students)

2016-2019 ISTEP/ILEARN Proficiency Rate - ELA

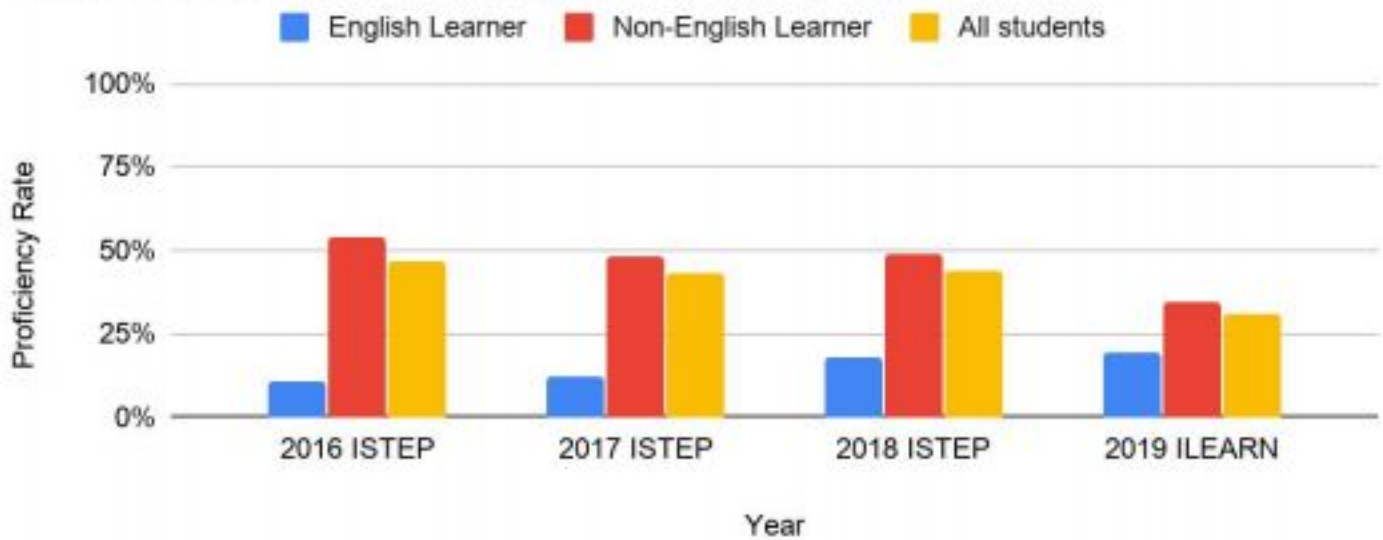


Disaggregated Data

English Learners

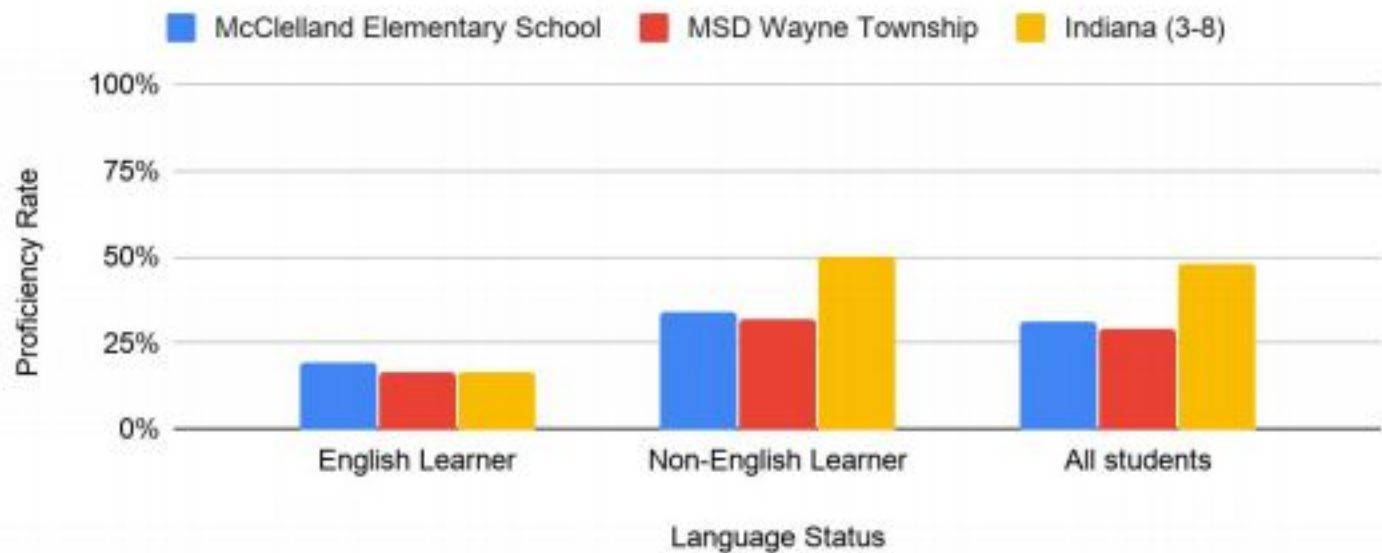
School Trends 2016-2019

2016-2019 ISTEP/ILEARN Proficiency Rate - ELA

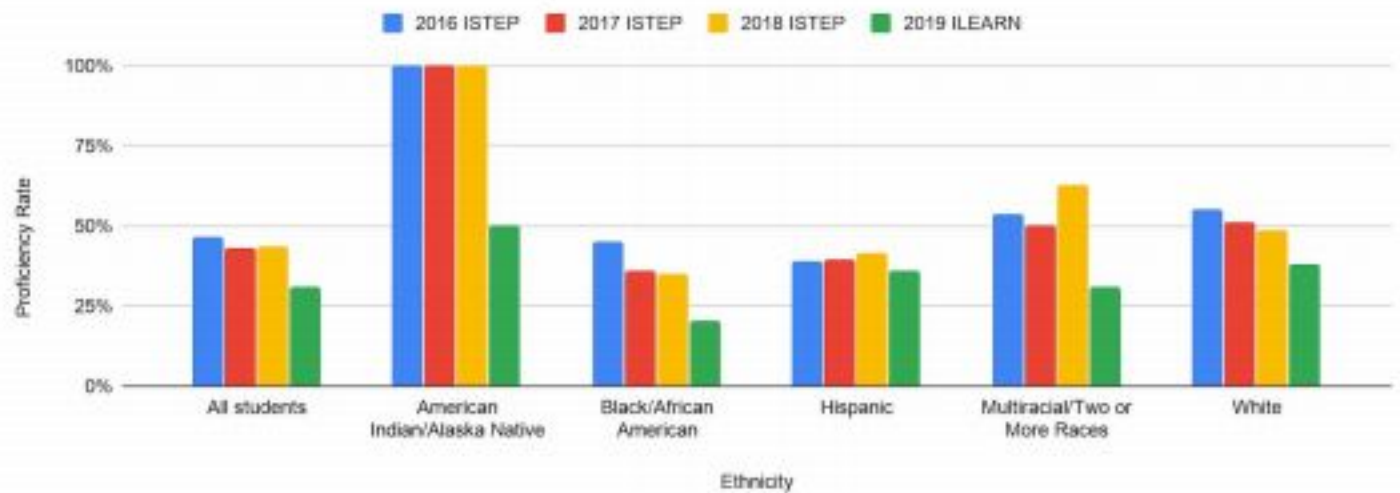


Comparison to MSD Wayne Township (3-6, Horizons removed) and Indiana (3-8, all students)

2019 ILEARN Proficiency Rate - ELA

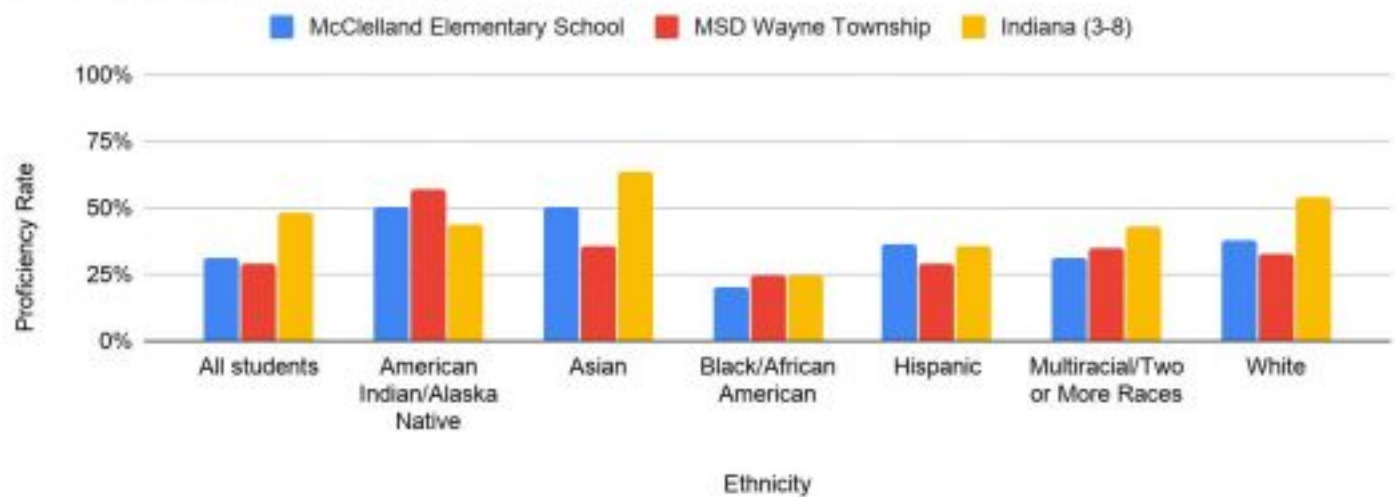


2016-2019 ISTEP/ILEARN Proficiency Rate - ELA



Comparison to MSD Wayne Township (3-6, Horizons removed) and Indiana (3-8, all students)

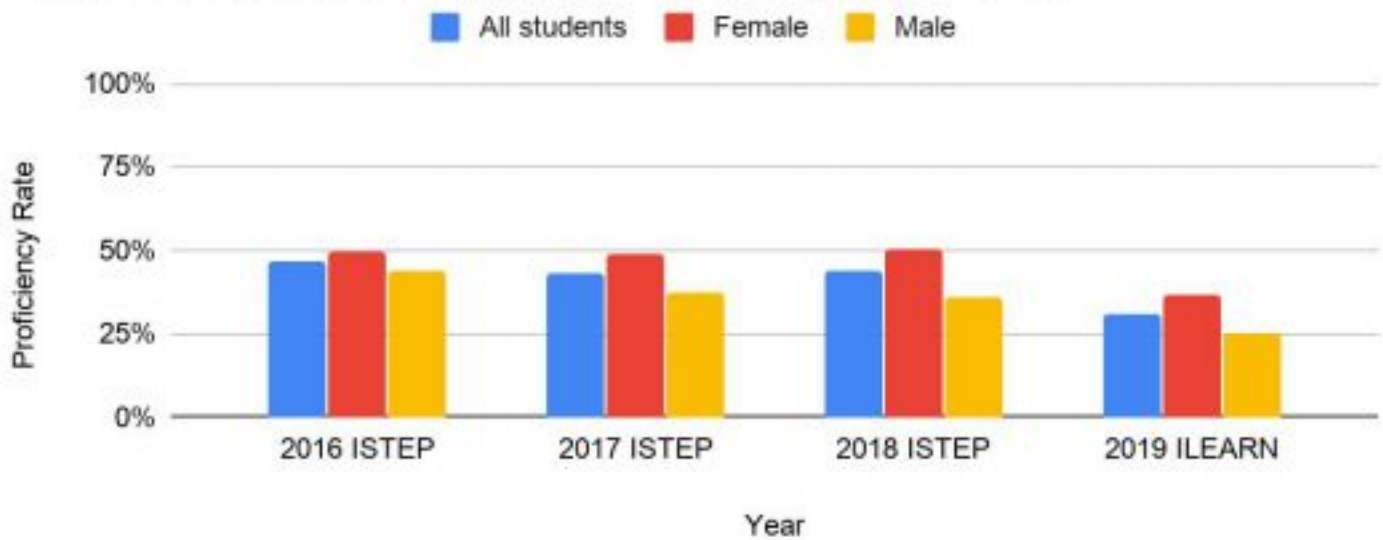
2019 ILEARN Proficiency Rate - ELA



Gender

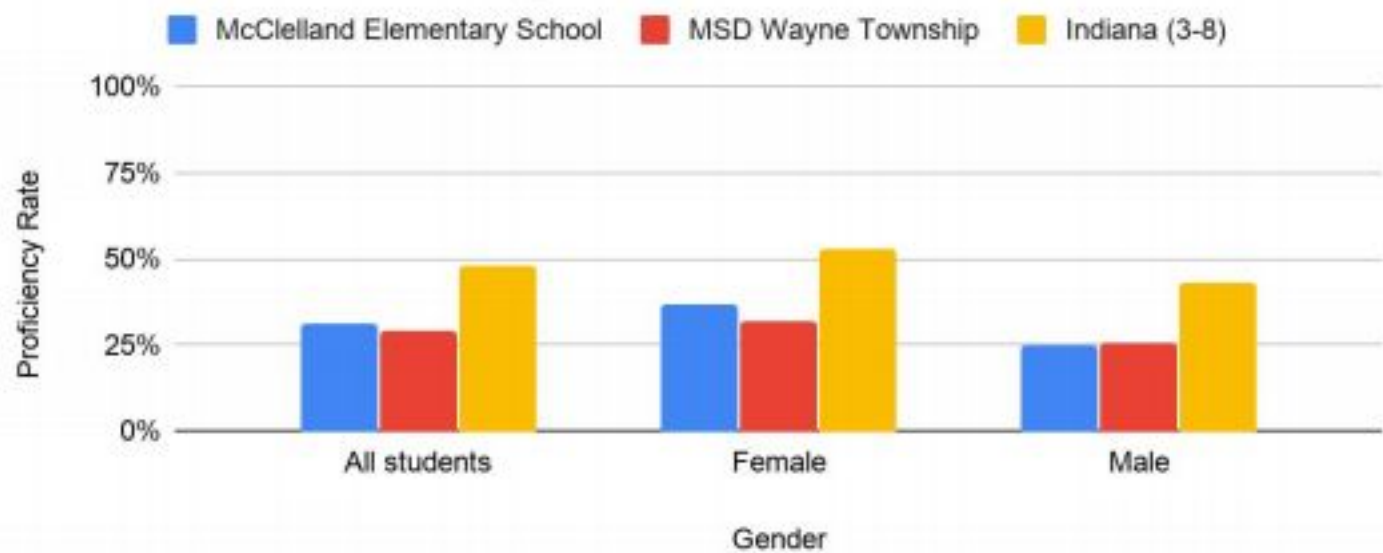
School Trends 2016-2019

2016-2019 ISTEP/ILEARN Proficiency Rate - ELA

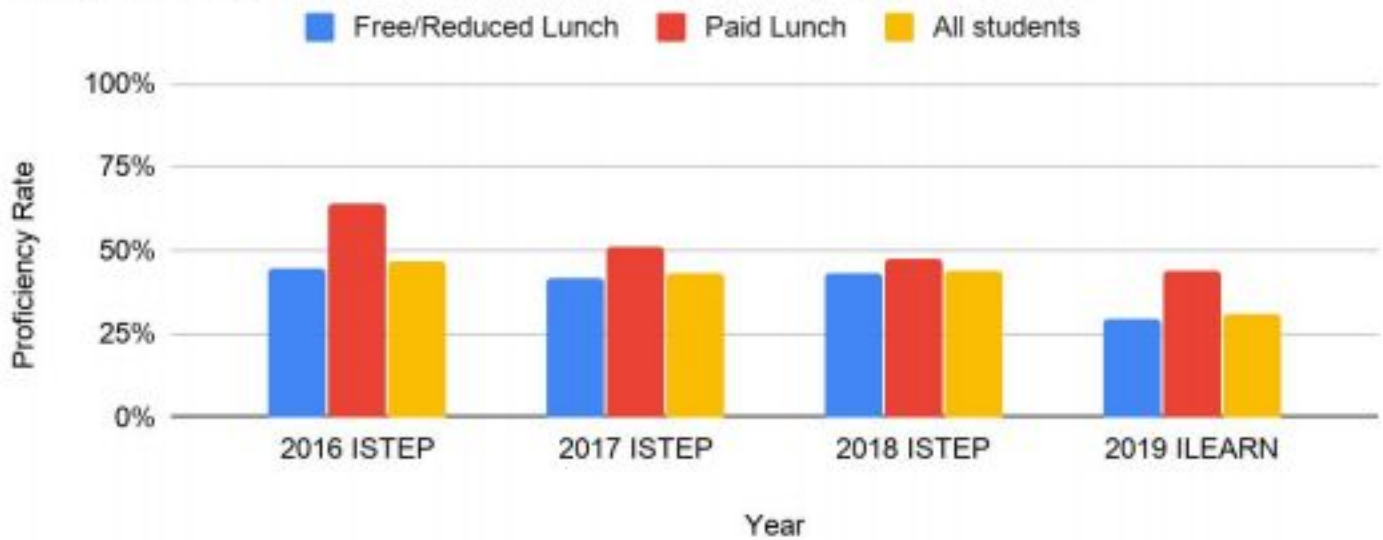


Comparison to MSD Wayne Township (3-6, Horizons removed) and Indiana (3-8, all students)

2019 ILEARN Proficiency Rate - ELA

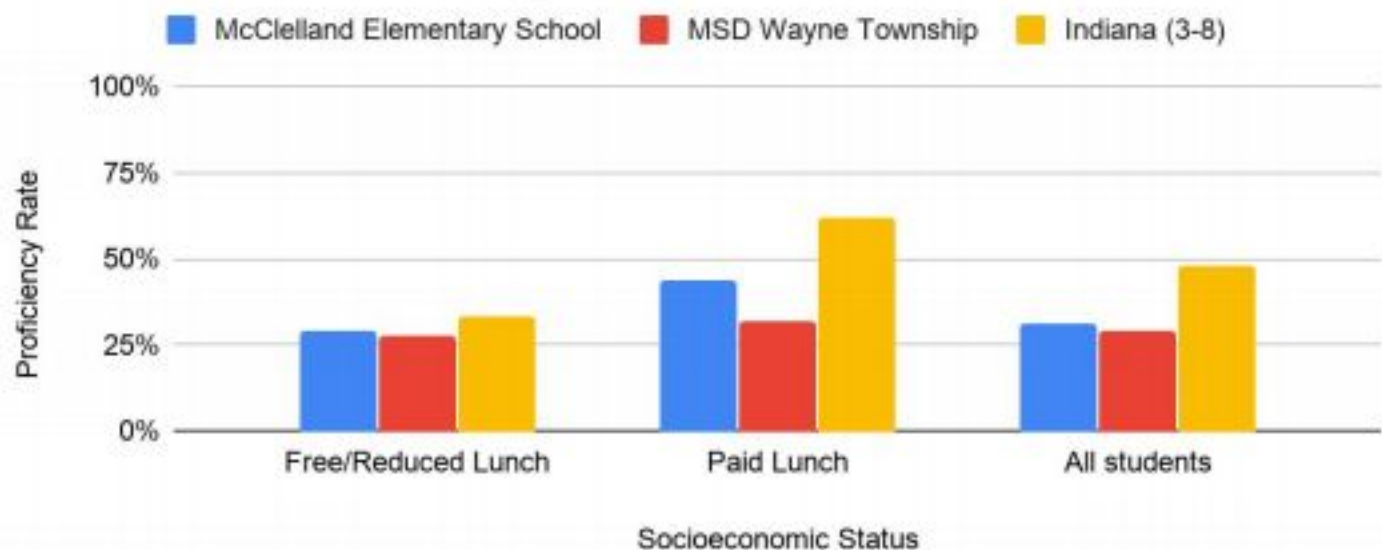


2016-2019 ISTEP/ILEARN Proficiency Rate - ELA

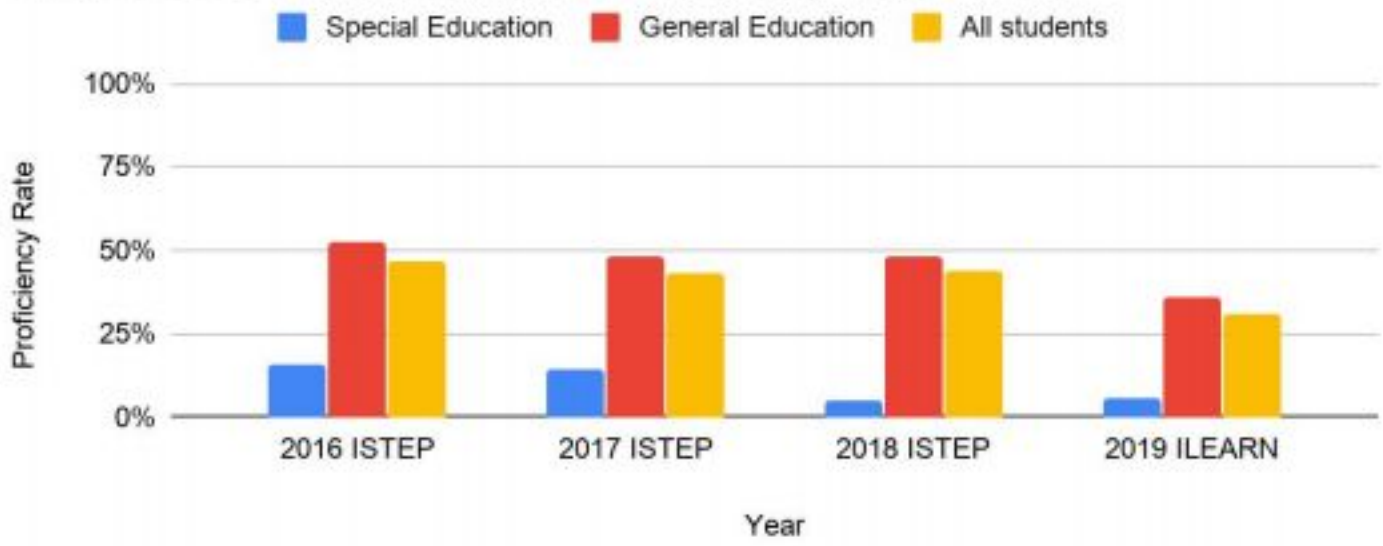


Comparison to MSD Wayne Township (3-6, Horizons removed) and Indiana (3-8, all students)

2019 ILEARN Proficiency Rate - ELA

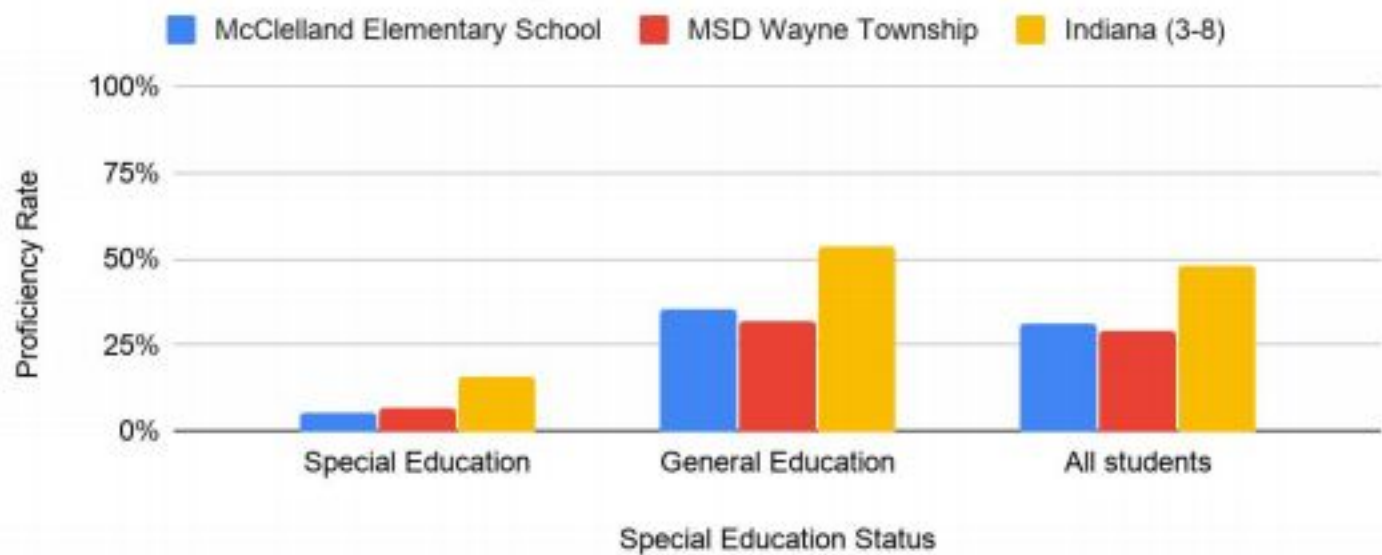


2016-2019 ISTEP/ILEARN Proficiency Rate - ELA



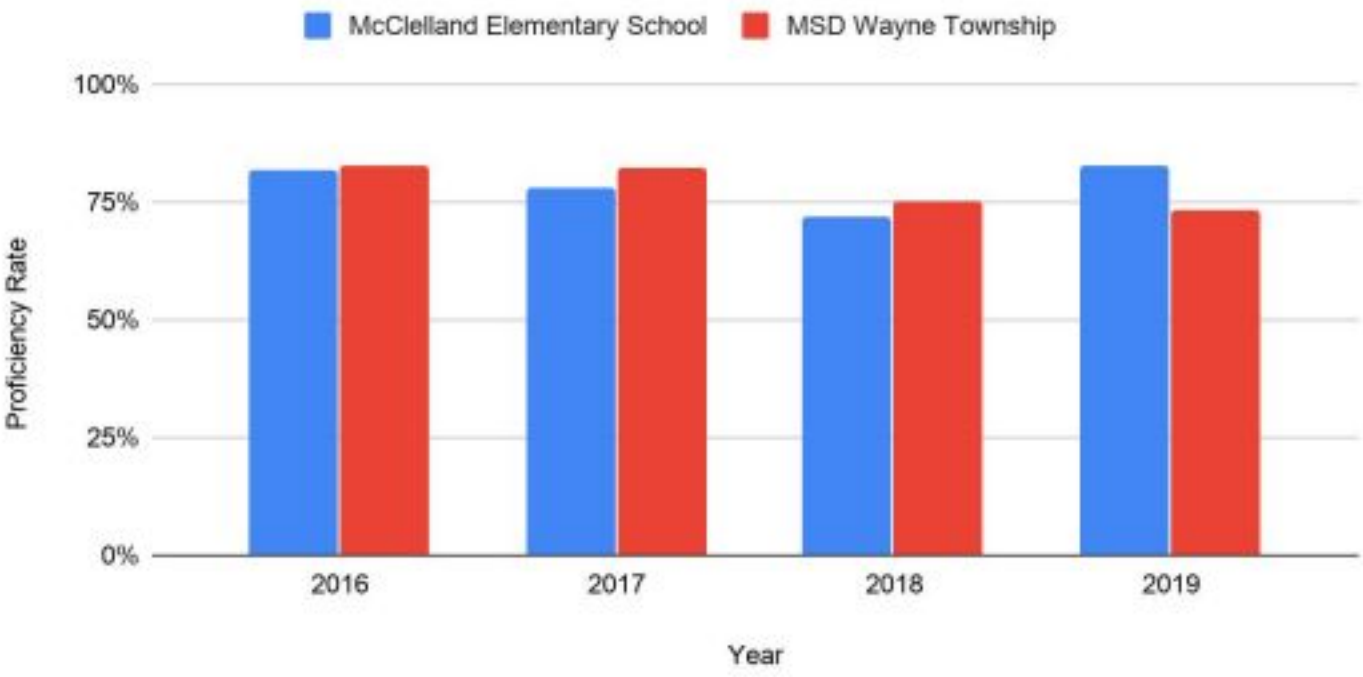
Comparison to MSD Wayne Township (3-6, Horizons removed) and Indiana (3-8, all students)

2019 ILEARN Proficiency Rate - ELA



IREAD

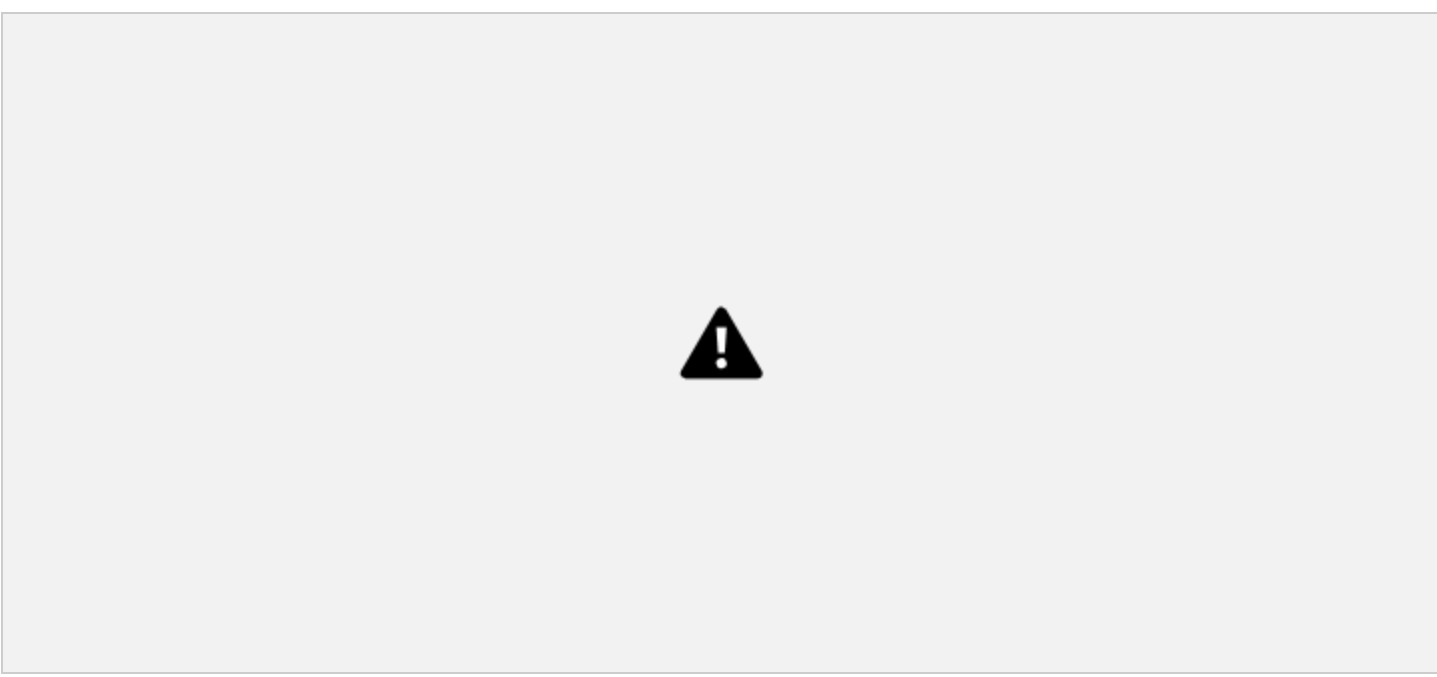
2016-2019 IREAD (Spring + Summer) Proficiency Rate - All Grades



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Math

Grade-level trends



School trends

Comparison to MSD Wayne Township (3-6, Horizons removed) and Indiana (3-8, all students)



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Disaggregated Data

English Learners

School Trends 2016-2019



Comparison to MSD Wayne Township (3-6, Horizons removed) and Indiana (3-8, all students)



Ethnicity

School Trends 2016-2019



Comparison to MSD Wayne Township (3-6, Horizons removed) and Indiana (3-8, all students)



Gender

School Trends 2016-2019



Comparison to MSD Wayne Township (3-6, Horizons removed) and Indiana (3-8, all students)



Socioeconomic
School Trends 2016-2019



Comparison to MSD Wayne Township (3-6, Horizons removed) and Indiana (3-8, all students)



14

Special Education

School Trends 2016-2019



Comparison to MSD Wayne Township (3-6, Horizons removed) and Indiana (3-8, all students)



Staff First and Last Name Licensure / Certification Grade Level Assigned Class / Subject Allison, Karla Visual Arts (K-12) K-12 K-6 Art Becker, Sarah Elementary Generalist K-6 K-6 4th Grade Blok, Jennifer Elementary Generalist K-6 K-6

Bosley, Sean Elementary 1-6/7-8 non departmentalized 2 2nd Brooks, Annalie Speech-Language Pathology K-12 Speech/Language Therapy Butner, Kristi Elementary K-6/7-8 Kindergarten Cave, Donald Elementary Generalist K-6 K-6 4th Grade Cutshaw, Brandi Elementary Generalist K-6 K-6 1st grade Davis, Sara Dunlap, Harry Elementary Generalist K-6 K-6 2nd grade GenEd Fredericks, Karla Elementary Generalist K-6 K-6 4th grade - general education Gajderowicz, Laura Elementary Generalist K-6 K-6

Special Education-Exceptional Needs: Mild
Gelhausen, Jazlyn
Intervention K-6 Student Support Center

Gentrup, Annette Special Education-Severe Disabilities k-12 4-6 Thrive Gilbert, Susan Elementary Generalist K-6 2 2grade-general education Graber, Kaylene Elementary Generalist K-6 3 3 grade-general education
Special Education-Exceptional Needs: Mild

Gross, Bonnie
Intervention K-12 6th grade general education Special Education

Hasankhani, Samantha
Moderate/Severe/Profound/Multiply
Handicapped K-6
K-2 Thrive (generalist K-6, mild licensure too)

1-2 Thrive (K-12 Mild Intervention and
Hensley, Lisa Special Education-Intense Intervention K-12
Communication Disorders License as well)

Hess, Stacy Elementary Generalist K-6 K-6 3rd Grade Hine, Michelle Elementary 1-6/ 7-8 non dept Grade 6
teacher Holcom, Lauren Elementary Generalist K-6 K-6 Title I Houlihan, Terra Elementary k-6 and
Administrator License k-6

Special Education-Exceptional Needs: Mild
Ishanpara, Olivia
Intervention K-12 Elementary Generalist K-6

Staff First and Last Name Licensure / Certification Grade Level Assigned Class / Subject Johnson, Robin
Elementary Generalist K-6 K-6 Kindergarten teacher Jones, Brandon Physical Education (K-12) K-12 K-6
Physical Education English as a New Language with all schools
Kinser, Sherry Lentz, Deborah

setting K-12 K-2 Language Assistance Program English as a New Language with all schools
setting K-12 4-6 Language Assistance Program
Leppert, Autumn Elementary 3 3rd grade Horizons Elementary/Special Education-Exceptional
Massey, Vicki
Needs: Mild Intervention K-12 Kindergarten teacher

McAvoy, Kristin
Special Education-Exceptional Needs: Intense Intervention
(Also have Mild Interventions P-12) 3-4 Thrive
McElvaney, Hayley Elementary Generalist K-6 K-6 Computer Science Michael, Kara Elementary Generalist K-6
K-6 Grade 6 / Math Molitor, Matthew
Murdoch, Patrece Elementary Generalist K-6 K-6 4 Murray, Vanessa Elementary K-6 3rd grade Newby,
Jessica Vocal and General Music K-12 K-6 General Music Niles, Katie Elementary Generalist K-6 K-6
Nyberg, Jackie Elementary 1-6, 7-8 non dept Grade 2 Teacher Peacock, Heather Elementary 1-6/ 7-8 non dept
Grade 1 Teacher Perdue, Larshelle Elementary Generalist K-6 K-6 Title 1 Price, Makenzi Elementary
Riddle, Madisson Elementary K-6 Grade 1 Teacher Rushmore, John Elementary 1-6/ 7-8 non dept 3rd Grade
Scanlon, Matthew Elementary K-6 4th Grade Special Education-Exceptional Needs: Mild
Shelton, Kari
Intervention K12
Stuart, Lee Elementary k-6 Grade 6 (Reading and Social Studies) Taylor, Brittany Elementary K-6 5th grade
Staff First and Last Name Licensure / Certification Grade Level Assigned Class / Subject Elementary, Special
Education: Mild
Thompson, Jami Toothman, Erin

Intervention K-6 5th grade Special Education-Exceptional Needs: Mild
Intervention k-6
1-6/7-8 Non
Walsh, Dava Elementary
Departmentalized 1st Grade Teacher
Wissen, Angela Elementary Generalist K-6 K-6
Yeager, Janet Occupational Therapist, Registered Special Education